

Å uttrykke seg er en slippery slope, men worst case scenario kan man jo bruke engelsk

*An analysis of Anglicisms in the Norwegian podcast
“Lørdagsrådet”, with a special focus on code-switching.*



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ABSTRACT

English influence on the Norwegian language is relevant from many points of view: it has to do with identity, prestige, and power and is relevant to scholars within many different fields. How we deal with the influence of the English language will affect the future of the Norwegian language. In this thesis, I investigate the status of English language usage in Norwegian speech by listening to and transcribing conversations from the Norwegian podcast “Lørdagsrådet”. I will try to identify which types of English words and phrases that are uttered based on theoretic framework on Anglicisms, loans, and borrowings, and code-switching. I provide examples from my data material of what signifies these elements of English in terms of manner and style, in addition to how the host of the podcast alters her use of Anglicisms in the different episodes, and discuss possible reasons for this.

In this investigation, I found that 54.4 % of the Anglicisms consisted of loanwords, while the remaining 45.6 % consisted of code-switches. I also found that gender did not seem to affect the frequency of Anglicisms, while there might be a correlation between the frequency of Anglicisms and age. Nevertheless, this is not apparent in all the age groups I operated with, and I suggest that this may be due to an uneven distribution of participants with respect to age. There are two age groups that are represented by very few participants, which is especially damaging to the analysis. Moreover, I found that several code-switches are marked by features such as pausing and metacommentaries. I also found that the host of “Lørdagsrådet” did alter the frequency of Anglicisms in the 14 different episodes.

Keywords: *Anglicisms, borrowings, loans, code-switching, language contact phenomena, language prestige, bilingualism*

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1 INTRODUCTION

The English language may be in the single most unique position among languages in the world. It has a long history and has spread throughout huge parts of the world. It is spoken by many as their first language and even more as a lingua franca. Thanks to globalization and technology, today it is one of the leading languages of the world, and according to David Crystal, speakers of English “have moved in 25 years from a fifth to a quarter to a third of the world's population being speakers of English” (Crystal 2008, 5). In 1985, he estimated that there were approximately 1 billion speakers of English (Crystal 1985), while today, the number has doubled in size (Crystal 2008)! The expansion of the English language makes language contact phenomena highly topical, and in this thesis, the usage of English and its influence on the Norwegian language will be investigated.

This thesis is concerned with the use of English in Norway in the form of *Anglicisms*, that is, words and phrases borrowed or influenced by the English language. To do this, I will analyze authentic language production in Norwegian, specifically Anglicisms, in the podcast “Lørdagsrådet”. The term Anglicism will cover both loanwords and code-switches but will be restricted to actual English words and phrases and not include indirect influences of English, such as syntactical and grammatical influences.

1.1 STUDYING LANGUAGE CONTACT PHENOMENA

Several reasons make language contact phenomena an interesting and relevant topic to investigate. First of all, they concern everyone. Almost every society has contact with people speaking other languages, or at least different dialects. Moreover, many - like myself - find the topic interesting and informative in itself. Also, the development of languages says much about our history in addition to the current relationship between languages. Moreover, languages are connected to power and prestige.

1.1.1 English as a prestigious language

There is an ongoing debate about how English affects the Norwegian language. This debate engages not only linguists but politicians, teachers, academia, the youth, and many others, for various reasons. On the one hand, *purists* wish to protect the Norwegian language by replacing potentially new Anglicisms with Norwegian words, i.e., coming up with Norwegian words that cover the meaning of English words. On the other side, people argue that it is

natural for a language to develop, and to utilize English may be a trend that will eventually pass; hence, not something we should concern ourselves with.

In November 2021, the topic was on the agenda in “Debatten” (Solvang 2021), one of the most-streamed debate shows in Norway. The host, Fredrik Solvang, talked to several young people who were using English to various extents in their daily speech. Some of them claimed it was just as natural to speak English as it was to speak Norwegian. In the debate, the director of Språkrådet, The Language Council of Norway, Åse Wetås, suggested that English is viewed as a much more prestigious language than Norwegian is by the youth. According to her, this is related to the massive consumption of English-speaking media channels, which children are exposed to from a very young age. YouTube, social media and online gaming were mentioned as some of the platforms where children are exposed to English. Språkrådet suggests that providing good Norwegian alternatives on the platforms children use could increase the Norwegian language’s social status (Solvang 2021).

The concept of linguistic prestige is well described by J.C. Wells (1982). Wells argues that trends or innovations, such as using English, must be viewed as something admirable to grow roots within a society. If a phenomenon is not admired, people will not imitate the phenomenon, and if it is not imitated, it will not spread. Since English permeates the Norwegian language, there is little doubt that the phenomenon is admired, imitated, and has become prestigious. Prestige can, however, be divided into two types: overt and covert prestige (Wells 1982, 2:103–6). Simply put, overt prestige is when a phenomenon is publicly accepted as prestigious, while covert prestige is when something appears as prestigious in the population yet not *acknowledged* as prestigious. An example of this could be when the beauty influencer Tim Kristian (in Solvang, 2021) claims that he used to speak English all the time, but now tries to limit it to sound more professional. Although he claims that using much English make him sound less professional, his role models appear to be English speaking YouTubers, which arguably makes him view speaking English as covertly prestigious. In other words, many may say that one should avoid using English words while speaking Norwegian. Nevertheless, the trend reveals that English is more prestigious than many seem to admit.

1.1.2 Linguistic Imperialism

For millennia, countries have interacted through the trade of goods, property, and knowledge. Language and communication have always been central for traders. Today, the countries of

the world are closely linked together thanks to globalization and technology, and international commercial agreements make it possible to buy and sell goods from other countries.

Melchers and Shaw (2011) use the example of *Americanization* to describe this phenomenon. They explain that due to three factors: the US power, internationalization, and information technology, the English language, and the American accent, is spread throughout large parts of the world due to its prestige. This is not merely an interesting linguistic phenomenon, but it draws attention to the place of its origin: The USA. People's interest in the English language, and American English in particular, is highly beneficial for the American industry. In other words, the spread of their language and accent is marketing American products, which have left them as one of the largest superpowers over the last century.

In Debatten (Solvang 2021), Erik Fosnes Hansen stated that the high status of English among Norwegians could be seen with the naked eye; he suggests that people take a walk through Bogstadveien, one of the largest shopping streets in Oslo, and see for themselves how many signs and names of stores that are in English. Of course, I had to test his statement. Just by standing at the top of the street, in Majorstukrysset, I saw numerous examples of English signs and store names: Change, The Old Irish Pub, Nikita hair, Life, Evergood Kaffe. Although some of these brands are international, the street serves as an example of how Norwegians are constantly surrounded by English.

While linguistic purists argue that the Norwegian language should be governed (Engan and Tørdal 2018), others - like the principal of the Norwegian University of Life Science (NMBU), Curt Rice - argues that it is crucial that Norwegians engage in global debates, for example by writing articles in English (Solvang 2021). Some people claim that there is a danger that English will gradually replace Norwegian as the business language, and today approximately 50 % of all master's theses and 90.8 % of Ph.D. theses are written in English in Norway (Kultur- og kirke departementet 2008; Språkrådet 2018). Ola Borten Moe, the minister of higher education in Norway, has announced that more of the higher education in Norway should be taught in Norwegian, and a higher percentage of master's theses and Ph.D. theses should be written in Norwegian (Brandvol 2021). Nevertheless, as mentioned, others argue that English is a critical element of how Norwegian academia can be involved in the global debate (Solvang 2021).

There is no doubt that English is widely used in Norway, especially in education and business. Languages are not separate from other spheres, such as business and power; contrastively,

language is essential in international marketing. Therefore, protecting a language's prestige should not only be in the interest of linguistic purists, but of anyone who wishes prosperity for their nation. All these reasons make it relevant to study how Anglicisms occur in the Norwegian language, and I will attempt to do this by analyzing the podcast "Lørdagsrådet".

1.2 OVERVIEW OF THE THESIS

This thesis consists of 6 chapters, in addition to a rather large appendix where my transcriptions of the data material are included. In chapter 1, I have presented the relevance of the topic, which coincides with my personal interest in language contact phenomena and language development. In chapter 2, I will introduce and try to define relevant terminology and theory on Anglicism, loans, and code-switching. In chapter 3, I will present my four research questions and explain what material and method I will use. In chapter 4, I will present the results and try to answer the research question through a variety of analyses. In chapter 5, I will present some final reflections on what I have discovered, its implications, possible sources of errors, and suggest further research before I conclude in chapter 6.

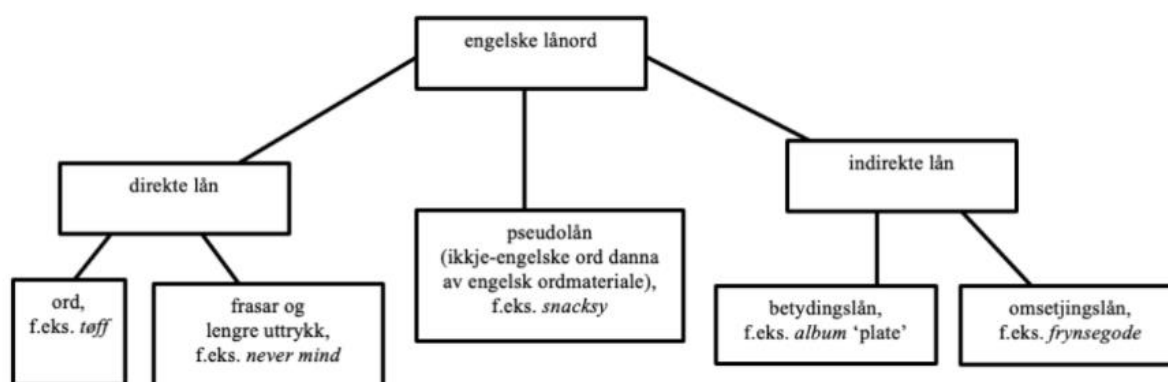
2 LITERATURE REVIEW

In this chapter, I will introduce relevant terms and definitions, including the overarching term *Anglicism* and the distinction between *loans* and *borrowings*, before I present a theoretic background on *code-switching*. I will explain how some scholars discern *loanwords* from *code-switching* and explain how I view this distinction. This type of categorization is by no means easy, and researchers seem to define these terms differently (Milroy and Muysken 1995; Bullock and Toribio 2009). This theoretic outline will by large be based upon the research by Graedler (1997), Poplack (1980), Pfaff (1979), Treffers-Dallar, Myers-Scotton, and Gardener-Chloros in Bullock and Toribio (2009).

2.1 ANGLICISMS

The purpose of this thesis is to investigate the representation of the English language in Norwegian conversations. Such occurrences can be referred to as Anglicisms. Cambridge Dictionary (“Anglicism” n.d.) defines Anglicisms as “an English word or phrase that is used in another language”. However, the English language has impacted the Norwegian language in many ways over the years, and I will only focus on newer Anglicisms. Graedler (1997) argues that there are several types of Anglicisms in Norwegian and divides the phenomenon into three main categories: *direct loans*, *pseudo-loans*, and *indirect loans*. She defines direct loans as words that maintain the original English word, though possibly with adaptations, such as “tøff” from *tough* and “jogge” from “jog”. Pseudo-loans are words and expressions based upon English morphemes; however, they do not hold the same meaning in English. Pseudo-loans can consist of compound words such as “softice”, abbreviations like “basket” (from *basketball*), and derivations, typically ending with -y, such as “snacksy”. The last category, indirect loans, consists of Norwegian-based words that have been impacted by the English language, for example, “frynsegode” from *fringe benefit*. Graedler’s division is shown in figure 1.

Figure 1. Categorization of Anglicisms in the Norwegian language



From *Anglismeordboka* (Graedler 1997).

According to Graedler (1997, 8–9), most Anglicisms arose after World War II, arguably thanks to the Norwegian-British cooperation during the war, the historical importance of the English language, and the growing status of English as a lingua franca in the modern world. However, English words were also imported from homecoming American settlers, in addition to the historical influence already mentioned during the Middle Ages.

The English influence on Norwegian is so massive that it is impossible to present a complete overview due to the fast growth of Anglicisms in the Norwegian language, according to Graedler. This thesis, like Graedler’s work, will focus on direct loans and pseudo-loans. Also, only actual English words will be identified and transcribed in the data material, not words “inspired” by English words or syntactical constructions. This means that words such as “okay” and “handy” are included, but not “album” and “frynsegoder”.

2.2 LOAN OR BORROWING?

Many use the terms “loan” and “borrowing” interchangeably, but some scholars argue that there is a difference in meaning. Jaafar, Buragohain, and Haroon (2019, 2) argue that in linguistics, “the term borrowed refer to a process of transferring a linguistic feature from foreign language to interest language; while the term loan is also referring to a process of transferring a linguistic feature but the transferring is from interest language to foreign language.” In other words, the correct term depends on whether the word is given or taken. This discernment is, however, not relevant in this thesis, and other researchers that I will refer to (Poplack 1980; Pfaff 1979; Bullock and Toribio 2009) do not specify their choice of word hence the two terms will be used interchangeably throughout this thesis.

Språkrådet, the Language Council of Norway, divides loanwords into two categories: inventions and “other factors”. The former is the phenomenon of when a new word is invented. They provide the example *podcast* (Andersen 2012). Podcasting is a new phenomenon; hence a new word is needed. It is not unusual to utilize the term in the very language the phenomenon is imported from. *Podcast* remains in the Norwegian lexicon, along with words such as *bacon* and *smoothie* (Andersen 2012). However, some words are adapted to the Norwegian language. They can also be Norwegianized, i.e., *podcast* becomes “podkast”.

Furthermore, Andersen (2012) suggests that the “other” type of loans typically occurs because of English’s social status among Norwegians – it is simply “trendy”. In many situations, speakers of Norwegian decide to speak English in a Norwegian language context. Norwegian artists perform songs in English, and employers search for “senior engineers” instead of “senioringeniører”, for instance. Domanska (2009) sought to investigate how conscious Norwegian youths were of their English usage and concluded that young Norwegians are aware of the prominence of English in their daily speech; however, they upheld a rather “relaxed” attitude toward the situation. In other words, they did not seem to be afraid of “losing” the Norwegian language, as Domanska concluded, or they might even have viewed the use of Anglicisms as an attractive feature. Graedler (1997) also underlines that English is the language that influences the Norwegian lexicon the most. The fact that the English language seems to impact the Norwegian language to such an extent may explain why the topic is so popular not only among linguists but also by researchers in many other fields.

2.3 FOUNDATIONAL STUDIES ON CODE-SWITCHING

There are several English loanwords in the Norwegian language, yet sometimes speakers of Norwegian utter words or phrases which are not acknowledged as an integrated part of the Norwegian lexicon. They do not only *borrow* an English word, but they *switch* between two languages. This is known as *code-switching* (hereafter CS). A broad definition of code-switching is that “CS is the ability on the part of bilinguals to alternate effortlessly between their two languages.” (Bullock and Toribio 2009, 1). Code-switching is, simply explained, the phenomenon of when a person switches between two languages they master. The traditional definition of code-switching says that CS happens among bilingual speakers. A bilingual speaker is one who is “using or able to use two languages especially with equal fluency”, according to the Merriam-Webster dictionary (“Bilingual” n.d.). The participants in this thesis

are, however, not traditionally viewed as bilinguals, rather speakers of Norwegian but with high proficiency in English. This raises the question: is code-switching restricted to bilinguals?

When we study language contact phenomena, there are several issues one should be aware of. Firstly, there are researchers within many fields of study who are interested in the topic of code-switching, such as neurolinguistics, psycholinguistics, and sociolinguistics, in addition to researchers of second language acquisition (SLA), leaving us with several terms and definitions of different types of language contact phenomena (Bullock and Toribio 2009, 58). Some of the terms are used in the same manner, with equative definitions. However, some of the terms may not be defined similarly, thus, making it hard to compare the results, making it especially important to define the terminology. This is the case for code-switching, as it appears complicated to find a standard definition that everyone agrees on. This is probably due to the unclear line between borrowings and code-switches. Lange and Leuckert (2020, 127) explain that “borrowing is an expression that has started life as a code-switch and has grown in the target language”. Many view loans and CS as similar phenomena on a continuum rather than two distinct phenomena. In this chapter, I will present a few different approaches to CS before I try to sum up the definitions which will be used in this thesis.

2.3.1 Linguistic models

Throughout the 20th century, researchers of code-switching believed that code-switching appeared at random and without syntactically fixed boundaries. However, linguists such as Shana Poplack and Carol Pfaff performed large-scale studies of respectively 20 and 200 participants, leading to models of systematic code-switching, which revolutionized the debate.

2.3.1.1 Poplack

In her groundbreaking work, Poplack (1980, 585) argues that “both functional and linguistic factors into a single model is necessary to account for code-switching behaviour”. Her goal was to present a model that would incorporate linguistic features into the study of CS, as previous studies paid more attention to social and pragmatic elements. The constraint-based model was able to systemize characteristics of CS, which were previously viewed as coincidental. Her groundbreaking work is a part of the foundation of the study of CS and the most cited work among the papers in *Linguistics* over the last 50 years (Poplack 2013).

Several researchers study the use of code-switching among bilingual speakers, typically children of immigrants. Poplack’s (1980) participants consisted of American Puerto Ricans,

especially people of the younger generation, who were bilinguals of Spanish and English. Such communities, which are to be found in several places in the world, often use their first language (L₁) in domestic situations their second language (L₂) in official situations, such as in education and business environments.

Poplack studied 1835 code-switches among 20 Puerto Ricans. She used the results to work out three types of CS and one type of borrowing that she does not count as a CS.

Figure 2. Poplack's categorization of CS

Type	Levels of Integration Into Base Language			CS?	Example
	phon	morph	syn		
1	✓	✓	✓	No	Es posible que te MOGUEEN. (They might mug you.) (002/1)
2	-	-	✓	Yes	Las palabras HEAVY-DUTY, bien grandes, se me han olvidado. (I've forgotten the real big, heavy-duty words.) (40/485)
3	✓	-	-	Yes	[da 'wari se] (58/100)
4	-	-	-	Yes	No creo que son FIFTY- DOLLAR SUEDE ONES. (I don't think they're fifty- dollar suede ones.) (05/271)

Source: Poplack 1980, 584

Type 1 is not viewed as code-switching, as it is rather viewed as monolingual speech. She argues that words that are integrated phonologically, morphologically, and syntactically should be viewed as a part of the speakers' L₁. In other words, Poplack claims that type 1 should be viewed as a borrowing rather than a code-switch due to its integration into Spanish. However, type 2 *is* viewed as code-switching despite its syntactical integration into Spanish. Type 3 and 4 are clear examples of code-switches, whereas type 4 is a complete code-switch, type 3 maintains the phonological traits of Spanish, that is, pronounced with a Spanish accent.

Poplack also provides two syntactic constraints in her research: *the free morpheme constraint* and *the equivalence constraint*. The free morpheme constraint says that any free morpheme can appear as a code-switch as long as it is not bound by grammaticality. She exemplifies this constraint with the hypothetical Spanish-English word *eat-iende* “eating”, claiming that such switches do not occur as bound morphemes such as *-iende* “-ing” constrain switching. Interestingly, she includes idioms in this category, which are fixed phrases with a figurative meaning such as “break a leg” and “hang in there”. She argues that idioms also portray a part of monolingual speech, thus should not be viewed as code-switching. However, the equivalence constraint says that the switch is likely to happen in places where the syntax, the linguistic structure, is similar in both languages. Contrastively it is unlikely to occur if grammatical rules are broken in either of the languages. A hypothetical example of a code-switch between English and Norwegian is “Han kjøpte en *motor-cycle*”, where the syntax is identical in both languages, whereas “tenker du det?” is unlikely to occur as “*think* du det?” since the syntax in interrogative sentences is different in the two languages.

Poplack (1980) argues that the reason that code-switching mostly happens among bilinguals can be explained by the constraint-based model, as one would need to master grammaticality within both variations. Furthermore, she argues that non-fluent bilinguals will tend to avoid intimate CS or make a try and risk violating grammaticality.

2.3.1.2 Intersentential, intrasentential and tag-switching

Many linguists divide the code-switches into two or three categories: *intersentential*, *intrasentential* and *tag-switching*. The former is when a person switches language in-between sentences. This can, for instance, occur if a speaker holds a conversation in his L₁ and is addressed by a new person in his L₂, which may cause him to switch. Intrasentential code-switching is what many researchers seem to think is at the core of bilingualism and a prime example of CS. These switches happen within the sentence. In other words, multiple languages are utilized to communicate in a single sentence. The latter, tag-switching, consist of movable tags, some of them with the value of a fixed expression, such as “or what?”, “you know” and “like”.

Poplack (1980) is critical to defining these as true switches, as such tags also are used by monolinguals. She claims that intrasentential switches are more *intimate* in the sense that they require knowledge of both languages utilized. Tag-switches, alongside single noun switches, are described as *emblematic* and not necessarily a true code-switch.

2.3.1.3 Pfaff

Historically, intrasentential CS was viewed as random with regard to syntax until the 70s, where researchers inferred that it was, in fact, rule-governed (Poplack 1980; Pfaff 1979). Pfaff (1979, 295), however, includes morphemes and single lexical items in her studies, although these are not traditionally viewed as code-switches, rather borrowings. Pfaff argues that the terms should be distinguished yet underlines that there is not one clear definition that everyone agrees upon. She, therefore, suggests that the word code-mixing will serve as a suitable term, covering both borrowings and code-switches. Nevertheless, Pfaff does separate borrowing and code-switching and does so based on the speaker's competence in the two languages, claiming that a monolingual speaker can utter borrowings from other languages, while only one who masters two or more languages actually switch between codes. This coincides with Poplack's studies (1980), whereas she concluded that there is a correlation between bilingual fluency and degree of CS. This may help us envision code-switching as a dynamic skill on a continuum. In other words: as one's proficiency grows in a second language, one goes from only borrowing words emblematically from the L₂, into code-switching in a more intimate manner. Even though parts of Poplack's and Pfaff's studies coincides, Pfaff raises some critical questions to linguists who draw clear lines between borrowing and code-switching. She exemplifies how intertwined borrowings and code-switching may be with the use of the English verb "train" in a Spanish language context, all uttered by the same speaker within a short period of time:

(1) Estaba training para pelear 'He was training to fight.'

(2) No sabia como trainiar 'He didn't know how to train.'

(3) Ya no lo trainiard 'He won't train him any more.'

(Pfaff 1979, 296)

Researchers who believe that there are syntactical boundaries to CS would view example 1 as a code-switch and examples 2 and 3 as borrowings but would struggle to defend the discernment, knowing that the sentences are uttered by the same speaker and in the same context.

Furthermore, Pfaff suggests that we can consider whether a word is a true borrowing by asking if there is an equivalent in the L₁ to the word uttered in the L₂, and whether it is used within the community. If the answer is yes, one can regard the word as a code-switch rather

than a borrowing. This is also how I will discern loans from code-switching in this thesis. For instance, the word *bacon* would not be regarded as a code-switch, as there is no Norwegian equivalent for the word, while *lockdown* would be regarded as a code-switch as the equivalent “nedstengning” is a viable option.

2.3.2 Socio-linguistic factors

This thesis will also contain an aspect of how the code-switches are performed with regard to social factors. While syntax and choice of words seem to have made the foundation for linguistic researchers such as Pfaff (1979) and Poplack (1980), factors such as tone of voice, hesitations, and audience have been important to researchers within the socio-psychological field (Bullock and Toribio 2009, 60). In this thesis, there will not be an extensive analysis made on these features, but I will comment on a few which seemed relevant in my material. These features are related to the manner of speech and are especially linked to two approaches: *the markedness theory* and *act of identity*.

2.3.2.1 The markedness theory

When a speaker switches between codes, or languages, they sometimes mark that switch by for example hesitating or pausing before or after the switch. According to Treffers-Daller (in Bullock and Toribio 2009, 60), Poplack was the first to introduce the terms *smooth* and *flagged* code-switching to explain this phenomenon. Treffers-Daller, like other researchers, draws the conclusion that the degree of flagging can reveal information about the speaker’s psychological processes. Researchers seem to suggest that these processes render whether the word(s) uttered is a part of the speaker’s vocabulary or is performed as a code-switch. The degree of flagging, or the lack of it, can also say something about the speaker’s attitudes toward the audience, i.e., that they approach or distance themselves from different manners of speech. Similar terms are utilized by other linguists (Poullisse 1997; de Bot 2010), namely *motivated switching* and *performance switching*. De Bot argues that the terms cover what the speaker’s intentions are; whether the switch is willed or not. Myers-Scotton uses the terms “*unmarked* (i.e. the expected choice for this speech act) or *marked* (i.e. a choice which contributes in some way to the message because it is unexpected, and therefore carries particular implications or associations)” (Bullock and Toribio 2009, 100–101, emphasis added) for the same phenomenon.

Marking a code-switch can be done in several different ways. One could hesitate or pause to draw attention to the switch. One could translate or explain the word either with an L₁

equivalent or paraphrase its meaning. Also, one could simply excuse the use of the L₂ word or phrase, as found in Poplack's work among Quebecers (cited in Bullock and Toribio 2009, 103):

(4) Excuse mon anglais, mais les **odds** sont là

“Excuse my English, but the odds are there.”

So why would a speaker mark their code-switch? According to Poplack, example 4 reveals the speaker's attitudes toward the use of English in Quebec, i.e., that Anglicisms should not occur. Exactly why the speaker thinks so would demand more extensive research.

Nevertheless, markedness indicates that the speaker wants to convey a message about their code-switch. Such a message does not necessarily have to be that they distance themselves or excuse the code-switch. It could signal that they think that the audience is unfamiliar with the word or phrase and that they are in need of an explanation or a pause to think.

2.3.2.2 *Act of identity*

Another reason which may cause code-switching is what Gardner-Chloros calls an “act of identity” (Bullock and Toribio 2009, 99, 106). She bases her argumentation on Heller (1988), who suggests that speakers take different roles or use different “voices” in various situations. It is natural that people want to adapt to a group, and one could argue that adjusting one's language is a way of signaling whether you associate yourself with a group or not. To alter one's speech is not a new phenomenon; Wells (1982) describes this as a way of moving up and down the social ladder when he talks about accents. One could assume that the same would apply to code-switching and other Anglicisms.

Furthermore, Gardner-Chloros introduces three subcategories that express different types of identity acts: *humor*, *bonding*, and *dampening directness* (Bullock and Toribio 2009, 110–12). In the examples she provides, she draws a parallel between humor and stereotypes, suggesting that one could use CS to portray stereotypical behavior related to the language's origin. Bonding is related to expressing intimacy and is plausibly more related to bilinguals who are children of immigrants or other people living in multilingual societies. Gardner-Chloros seems to suggest that bonding-CS is used when people talk about traditions in the language they switch to. This appears as an unlikely identity act in a Norwegian-English language context. However, one would think that the third category, called dampening directness, is more relevant to Norwegians. Gardner-Chloros especially links this to women when she argues that “CS is shown to offer a powerful toolkit for women in the community, who can

get away with jokes and strong repartee without appearing aggressive or unfeminine” (Bullock and Toribio 2009, 111).

2.4 THE STATUS OF ENGLISH IN NORWAY

In Norway, English holds an interesting position. Brevik and Rindal call the current status of English in Norway “unclear or *transitional*” (Brevik and Rindal 2020). Many Norwegians speak English with high proficiency and fluency. However, English is not an official language in Norway, thus not a typical second language. Moreover, it does not fit into the group of foreign languages that are taught in school, which typically include German, Spanish, and French. However, some will say that they speak and learn *English as a foreign language* (EFL), while others say that they know *English as a second language* (ESL) (Brevik and Rindal 2020).

The position of English as a world language can be viewed through an acknowledged model called Kachru’s Three Circles of English (Kachru 1982; 1985; Melchers, Shaw, and Sundkvist 2019; Brevik and Rindal 2020). The model places countries into three different circles depending on the position of English in the respective countries. The Inner Circle consists of countries like the US, the UK, Canada, Australia, and New Zealand, i.e., countries in which English is the first language of most people and in which the English language has deep roots. The Outer Circle consists of countries that are typically previous colonies of Britain – or to a lesser degree the US - such as India, Singapore, Tanzania, and Kenya. English is often the official business language in these countries and is often used for work and at school. The Expanding Circle, however, consists of countries that do not share the same historical roots with the English language. Countries like Norway belong in the Expanding Circle. Although Weston (2017) and Johannessen (2014) both point out the difficulty of defining English’ position in Norway, Weston places Norway in the “Expanding Circle that leans toward the Outer Circle” (2017, 92). Brevik and Rindal criticize the model, claiming it is “out of tune” with the status of English in our modern society (Brevik and Rindal 2020, 25). They claim that national borders are becoming more irrelevant as the world gets tighter-knit together through technology. Furthermore, they claim that Kachru’s Circles model is so outdated – especially with regard to the Expanding Circle – that it is problematic to use the model to portray the status of English in Norway. Moreover, they argue that English should neither be viewed as a foreign language, nor as a second language in Norway – it is simply English.

To begin with, I sought to perform research solely on code-switching rather than the broader phenomenon of Anglicisms. However, the Norwegian studies on code-switching seemed to be quite limited. Many studies on code-switching in Norway seem to be focused on switches between dialects rather than languages. Among the studies of English and Norwegian code-switching, most of them appear to be master's theses, and many of these seemed to focus on Anglicisms in general, rather than code-switching (such as Domanska 2009; Svedal 2021). As Weston (2017) argues, this may be due to the fact that English is not an official language in Norway. Since code-switching is a typical trait of bilinguals, it may seem unnatural to study this topic in a Norwegian language context. However, English proficiency is very high among Norwegians, and I wonder whether the idea of code-switching being restricted to bilinguals is outdated.

2.5 FRAMEWORK USED IN THIS THESIS

The theory which has been presented will form the basis for the analysis and discussion in the thesis. I will use *Anglicism* as an overarching term for every instance of one or more English words uttered in the data material. The term will be limited to lexicality and will not include words that are inspired by English, such as indirect loans (Graedler 1997). This also means that the data will not include what Svedal (2021, 49) refers to as English wordplay, for example the pronunciation of the Norwegian placename “Stokke” as a speaker of English would, namely /stu:ki/, which she found in her data.

The words *loans* and *borrowings* will be used interchangeably and not represent any difference in meaning. *Code-switching* will be used for both single words and longer phrases. Separating loans from code-switching is a difficult task. One could base the discernment on Poplack's model of integration (see figure 2), where the phonology, morphology, and syntax define whether the uttering is a loan or a CS. However, I have chosen to base the discernment on Pfaff's equivalence principle (Pfaff 1979). By this, loans will be viewed as an integrated part of the Norwegian lexicon, while code-switching is viewed as a performance, which relatively speaking is “unnecessary”. Pfaff does, however, suggest that idioms also can be viewed as borrowings since they often do not have an equivalent alternative in the spoken language. She argues that idioms can be viewed as single borrowed elements rather than a code-switch. Nevertheless, I have decided to include idioms, alongside fixed expressions, as code-switches.

Studies on code-switching are usually performed among bilingual speakers, and as mentioned, Pfaff (1979) and Poplack (1980) argue that there is a correlation between CS and English proficiency; the higher fluency in English, the more likely it is for the speaker to code-switch. The method used in this thesis – which is to transcribe and analyze podcast episodes – means that I have not had contact with the participants thus have been unable to measure their English proficiency. However, based on the theory presented on the status of English in Norway, I choose to view their English proficiency as relatively high. Since both English and Norwegian also have similar syntax, it is likely to find examples of CS among Norwegian speakers. In other words, although most Norwegians are not bilingual speakers of Norwegian and English – it is not unlikely that CS will occur due to Norwegians' generally high proficiency in English.

3 METHOD AND MATERIAL

In this chapter, I will present my four research questions, introduce the material, the advantages and restrictions for the material, and explain how I plan to analyze the data.

3.1 RESEARCH QUESTIONS AND HYPOTHESES

To investigate the extent to which Anglicisms are used by Norwegians, I will use sequences of 14 episodes of the podcast “Lørdagsrådet” as material in an attempt to answer the following research questions:

RQ1 Which types of Anglicism are used in “Lørdagsrådet” and how frequent are they?

RQ2: Which factors seem to affect the frequency of Anglicisms?

RQ3: What signifies the manner and style of the code-switches in “Lørdagsrådet”?

RQ4: How does Live Nelvik alter her use of Anglicisms in 14 different episodes of “Lørdagsrådet”?

For RQ1, I will try to categorize which types of Anglicisms there are in the data material; first and foremost loans and code-switches. I will also say something about their frequency in the data material. These Anglicisms will then be further analyzed and discussed, based on which patterns I find in the data. I expect to find both loanwords and code-switches. I also expect that many of the code-switches consist of fixed expressions and idioms since they also occur in monolingual speech, according to Poplack (1980).

To answer RQ2, I will focus on the factors of age and gender and see if they seem to affect the frequency of Anglicisms. Based upon the claims that Anglicisms are widely used among youths (Solvang 2021; Hvitmyr 2021), I expect to see the highest frequency among the younger participants and fewer among the older ones. As far as I know, there has not been established a correlation between gender and code-switching; however, Wells (1982) claims that women tend to be more innovative with language and adopt trends more easily. My hypothesis is, therefore, that Anglicisms will occur more frequently among women than men.

To answer RQ3, I will focus on the code-switches in the data material. This analysis will mostly be based on the theories of *markedness* and *act of identity*, and I will discuss whether these features are present in the data material.

For RQ4, I will investigate some of the factors which may cause or influence a speaker to use Anglicisms. This is a unique opportunity for this type of data material since there is one host participating in all 14 episodes, while the other participants, for the most part, only appear once. This makes it possible to investigate how the host, Live Nelvik, alters her speech to different audiences. I will therefore make an attempt to find out whether she adapts her Anglicisms in terms of frequency and style to the different audiences.

3.2 MATERIAL

In this thesis, recorded material is utilized for the analysis. The recordings were originally made to be distributed on the live radio channel NRK P3 on Saturdays. The recordings used in this paper are accessed through the NRK Radio app, and my time references are to the version *without* music. Moreover, the show is distributed on podcast platforms such as Apple's "The Podcast App" and "Spotify". The podcast, and radio show, is called "Lørdagsrådet". There is one host, Live Nelvik, who leads the conversations in each episode among a "panel". This panel consists of three guests, usually well-known to the public eye – or ear, in this case. They discuss problems submitted by the listeners and give advice. Even though some of the problems are on the serious side, inviting the participants to discuss sensitive subjects, the mood is often rather humoristic and light, and the advice does not always appear realistic since the show first and foremost is meant to *entertain* the listeners. Nevertheless, the conversations are varied and may resemble ordinary conversations. This is one of several reasons that make this podcast serve as good data material for the research on code-switching.

So why use podcast episodes as material in research? There are two main reasons that make podcasts serve as good data material. First of all, there is the factor of accessibility. A significant problem in many studies of code-switching, mentioned by several researchers (Gardner-Chloros et al. 1999; Bullock and Toribio 2009; Poplack 1980), is retrieving and sharing good data material. If I had only observed and taken notes of the phenomenon, a selection and interpretation phase would already have taken place in my transcriptions. The brain arranges information and focuses on what is relevant. This does not necessarily correspond with what others might find relevant. Also, it would be troublesome to revise my observations; hence, recorded material is beneficial. Additionally, other researchers, who would like to verify the results or use the data in their own research, would be able to access the primary source. Usually, it is difficult to gain access to recorded material as an external

researcher (Sealey 2010, 15). Podcasts, on the other hand, limit this problem since the episodes of “Lørdagsrådet” are accessible for everyone in the NRK Radio app.

Yet another reason that makes podcasts serve as good data material is that there are several ethical issues regarding personal privacy for recorded material. Ideally, one could think that the best way to study code-switching is to record people in public surreptitiously. However, this is not a viable option, as one would need consent from the participants before recording them. According to Sealey (2010, 15), a problem often encountered in recorded material research is that the participants will alter their behavior, knowing that they will be observed and analyzed. This is known as the *observer's paradox*. These variables could be controlled by not informing the participants about *what* you are to study, only that you will study them. However, by analyzing pre-recorded podcasts, this problem is avoided. The participants are unaware that they are studied and even more unaware of how their use of code-switching will be analyzed. If they in any way alter their speech, it is not due to my investigation, probably rather the fact that their appearance will be streamed on both the radio and as a podcast. Podcasts seem to be a viable option for linguistics studies; the participants know that they are recorded and have agreed to it. However, they are unaware that their language usage is an object of study.

Another issue that may affect my analysis is my restricted knowledge of surrounding events in and around the recordings. Since the recorded data is, as Sealey (2010, 15) puts it, “second-hand data”, I will not be able to evaluate the participants’ body language. Additionally, the podcast is originally produced as a live radio show with music, meaning that they may have conversations during the music breaks that may affect their further conversation.

Often, researchers may want to perform the recordings themselves for various reasons. Some may want to control variables through elicited research. Elicited data can be viewed as the opposite of naturalistic data; it is in some way evoked by the researcher. This method helps the researcher to be more efficient: instead of listening through hours and hours of speech with people talking about everything else than the actual phenomenon you want to study, one could simply ask the participants to talk about a specific topic, or in this case perform code-switches, like they normally would. Although this method may be time efficient, you will never fully study the phenomenon in its natural form. Both Pfaff (1979) and Poplack (1980) underline the severe issues regarding using elicited data to study CS. Poplack uses recorded data to study code-switching like I do, however, the participants in her research are aware that their use of CS is to be analyzed. Poplack controls the confounding variables by letting them

record themselves in ordinary situations. She argues that even though the events are elicited, the code-switching itself is natural, which allows her to study the phenomenon. Since her main focus is to study grammaticality in CS, this seems to be a clever way to perform the research. In this thesis, frequency and style are in the essence of the study. Elicited produced code-switching would harm the data's credibility when these factors are to be studied; it would, for example, be impossible to determine how many Anglicisms were produced per minute if the interlocutors were asked to perform code-switches. To be able to study the frequency and style of the phenomenon, one must study it as it occurs in natural production.

The *naturalistic* approach is used to study a phenomenon in its most natural form. In the case of code-switching, that would be in ordinary conversations. There are, of course, examples of code-switching in other contexts as well, such as in written form and monologues. However, the focus in this thesis is on the spontaneous code-switches in conversations. Although the naturalistic approach is suitable for this study, there are several challenges with this approach. It is very time-consuming to collect enough data. Too little data will serve as a poor foundation to draw conclusions. If a conclusion is made on too little data, the numbers may not be representable and, in the worst case, simply wrong. Since transcribing the data is such a time-consuming process, I decided to limit the transcription to the sequences which contained Anglicisms. To begin with, I thought that it would be enough to transcribe 20 minutes of 8 or 10 episodes, but I ended up transcribing sequences from 14 episodes to gather a sufficient amount of data.

I have only found one other Norwegian study (Svedal 2021) where podcasts are used as data material, a thesis that was published after I started working on my thesis. Research based on material from podcasting does not seem to be well represented within the field, probably since podcasting is a rather new phenomenon. Hopefully, this thesis may inspire others to use podcasts as data material for future research.

3.3 PARTICIPANTS

In the 14 episodes, there are 40 unique participants. Live Nelvik is the host in every show. All guests only appear in one episode each, except Silje Nordnes, Else Kåss Furuseth, and Adelina Ibishi, who appear twice. The average age of the participants is 39,4, ranging from 22 to 77. There are 17 females and 23 males, and the distribution can be viewed in table 1.

Table 1. Distribution of the participant's age

AGE	NUMBER OF PARTICIPANTS	REPRESENTATION IN PERCENTAGE
20-29	6	15.0
30-39	16	40.0
40-49	11	27.5
50-59	5	12.5
60+	2	5.0

In each episode, there are three guests in addition to Live Nelvik, the host. They are usually varied in age and gender. All participants are familiar to the Norwegian audience, and they are everything between artists and politicians, however, a majority is in the entertainment industry. It is important to note that since Live Nelvik, who is in the group 30-39, in addition to Adelina Ibish in the group 20-29, Silje Nordnes in the group 30-39, and Else Kåss Furusetth in the group 40-49, will be counted as a participant for each appearance in the podcast. E.g., Live Nelvik is counted 14 times in my analysis when I comment on the frequency based on age and gender. An overview of all the participants, their age, and appearances, in addition to what they are known for, is presented in table 2.

Table 2. Overview of all the participants

Episode number	Participant	Gender	Age (at the end of 2021)	Known as	Number of appearances
1	Lars Berrum	Male	35	entertainer	1
1	Steinar Sagen	Male	46	entertainer	1
2	Bård Tufte Johansen	Male	52	entertainer	1
2	Thomas Gullestad	Male	41	musician, actor	1
3	Jonas Bergeland	Male	43	physician, entertainer	1
3	Erik Follestad	Male	32	entertainer	1
4	Ida Fladen	Female	35	entertainer	1
4	Ella Marie Hetta Isaksen	Female	23	musician	1
4	Christian Borch	Male	77	journalist	1
5	Solveig Kloppen	Female	50	host	1
5	Mikkel Niva	Male	33	entertainer	1
5	Erik Solbakken	Male	37	host	1
6	Ronny Brede Aase	Male	35	host	1
6	Kåre Magnus Bergh	Male	43	host	1

7	Kristin Jess Rodin	Female	33	actor	1
7	Janne Rønningen	Female	52	host, comedian, pedagogue	1
7	Jonis Josef	Male	29	entertainer	1
8	Marte Bratberg	Female	32	host	1
8	Fredrik Skavlan	Male	55	host	1
8	Kaveh Rashidi	Male	33	physician	1
9	Linnéa Myhre	Female	31	influencer, author	1
9	Christian Mikkelsen	Male	31	entertainer	1
9	Thomas Giertsen	Male	50	entertainer, actor	1
10	Maria Stavang	Female	26	entertainer	1
10	Jonas Gahr Støre	Male	61	politician	1
10	John Brungot	Male	44	entertainer, actor	1
11	Sigrid Bonde Tusvik	Female	41	entertainer, author	1
11	Markus Neby	Male	30	host, musician	1
11	Stian "Staysman" Thorbjørnsen	Male	39	musician	1
12	Ulrikke Branstorp	Female	26	musician	1
12	Odd Nordstoga	Male	49	musician	1
13	Jenny Skavlan	Female	35	model, influencer, actor	1
13	Tore Sagen	Male	41	entertainer	1
14	Henriette Steensrup	Female	47	entertainer, actor	1
14	Annika Momrak	Female	22	influencer	1
14	Odd-Magnus Williamson	Male	41	entertainer, author, actor	1
1-14	Live Nelvik	Female	39	host	14
1, 12	Else Kåss Furuseth	Female	41	entertainer	2
2, 6	Silje Nordnes	Female	37	host	2
3, 13	Adelina Ibishi	Female	29	host	2

3.4 PROCEDURE: HOW THE DATA IS ANALYZED

As mentioned, I decided to gather data from 14 different episodes of “Lørdagsrådet”. I transcribed the podcasts for the analysis, that is I write down every instance where Anglicisms occurred in the data material in a systematic and organized fashion. I randomly selected 14 episodes, that is, I started with the first episode from January 2021 and used the 13 proceeding episodes – i.e., only the regular episodes which were sent on Saturdays, not bonus episodes or “highlight” episodes (a full overview, including dates, is available in the appendix). I based

my analysis on 20 minutes from each episode, specifically the time frame ranging from 30 minutes to 50 minutes.

I quickly discovered that transcribing the total of 280 minutes of speech would be more time-consuming than what I could do in this relatively small investigation. Based upon this, I experimented with the dictation tool in Microsoft Word, which transcribes audio into words. I tried to use the tool both with and without automatized punctuation, and the idea was that this could work as a rough first draft of the transcription. Despite its potential, its outcome demanded much further work due to several reasons. Firstly, the tool struggled to register utterances which were overlapping, for example, when the interlocutors were interrupting each other and when they mumbled. Furthermore, this led the tool to cut out several sequences or use poor autocorrections instead of trying to interpret the somewhat disorganized speech. Lastly, and maybe most importantly, it did not register English words (as the setting was Norwegian), leading it to suggest Norwegian words with similar pronunciation, however, usually far from what was actually uttered. All in all, I had to go through all the material myself and correct all the mistakes. Not only was this a tiresome process, but the suggested transcription also made me prone to not paying enough attention to what was actually being uttered since I took on a more passive role in the transcription process.

Because of all the mentioned reasons, I decided that the best way to ensure that the transcription quality was sufficient was to do it manually. Due to time shortage, I decided to only transcribe the sequences involving English language usage, including everything from titles of movies to loans and code-switches. I used Google Sheets to store the data (see appendix), where I wrote down timeframes, occurrences of Anglicisms, and the context – including both names of the interlocutors and their utterances.

4 AN ANALYSIS OF ANGLICISMS IN THE NORWEGIAN PODCAST “LØRDAGSRÅDET”

In this chapter, I will first present a brief overview of the results before I analyze the Anglicisms in the respective categories loans and code-switches. I will also say something about their frequency. Furthermore, I will present how the frequent Anglicisms are based on social factors such as age and gender. Then, I will discuss the style of the code-switches in my material by looking at a few examples before I analyze how Live Nelvik alters her use of Anglicisms in the different episodes.

4.1 OVERVIEW OF THE RESULTS

The 280 minutes of conversation resulted in 239 instances of English words or phrases, i.e., a frequency of 0.85 samples per minute. On average, there were approximately 17 cases in each podcast; however, the instances in each podcast ranged tremendously from the average. The podcast episode with the most Anglicisms had 33 samples, while the one with the least samples had 2 mere Anglicisms. A selection of the most frequent Anglicisms, that is 3 or more, are shown in table 3.

Table 3. Anglicisms uttered 3 times or more

Anglicism	Frequency
backer	4
booker, booking	3
chat, chatte, chatten	3
coach, coach-mat, coachen, coacher, coachete, coaching, coaching-opplegg, manne-coach	19
date, dater, datet	4
Facebook, Facebook-gruppe	6
Friends [as in the TV series]	5
gun	3
hooke, hooket	3
mail, mailen, mailer	8
meant to be	5
OK, okay	13
podcast	3
quiz	4
reunion, reunionen	4

shit	5
toastmaster, toastmasteren	5
young	6

The goal in this thesis was to measure and analyze Anglicisms in spontaneous speech, however, not all the data represent spontaneous usage of Anglicisms. Occasionally, the host, Live Nelvik, read submitted e-mails out loud as she was introducing the problem that the panel should discuss. Some of these e-mails contained one or more Anglicisms, leading Nelvik to produce Anglicisms which did not originate from her own spontaneous speech. I tackled this problem by marking every instance of recited Anglicisms, so it could be taken into account in my further analysis.

4.2 ANALYSIS AND DISCUSSION

There were several types of Anglicisms, probably also some exceeding my definitions of what an Anglicism is, for example, indirect loans. In this analysis, I will categorize the Anglicisms as either a loan or a code-switch, based on the definitions I presented at the end of chapter 2. Furthermore, I will discuss the findings in each category more in depth.

4.2.1 Loans

During the selected 20 minutes from the 14 episodes, a total of 130 loanwords were produced. This makes up 54.4 % of all the Anglicisms which were produced. As previously explained, many researchers (Poplack 1980; Bullock and Toribio 2009; Svedal 2021) have struggled to divide loans from CS and use a variety of definitions. In my data, the two categories were based upon Pfaff's equivalence principle (1979), and can be separated by the question: is there a Norwegian equivalent? If the word *has* a Norwegian equivalent, it should probably be regarded as a code-switch. If it does *not* have a Norwegian equivalent, however, it is most likely a loan. An example of this is the word *toastmaster*, which I classified as a loan.

Although Språkrådet (2021) suggests that one could use the Norwegian so-called replacement word "visevert" or "kjøkkemeister", one could argue that they do not carry the same meaning as *toastmaster* does. When one of the participants talks about receiving *guidance* - on the other hand - I would argue that the Norwegian word "veiledning" could be used interchangeably and may even be a more natural choice for many. Hence, *guidance* has been classified as a code-switch. Moreover, there were some words that were hard to classify. Å *game* was one of them. It consists of the infinitive marker "å" and the English word "game"

(however, pronounced as /geimə/). I was tempted to classify this as a code-switch, as there is a Norwegian word for it, namely “å spille”. However, I will argue that these do not necessarily carry the same meaning, as *å game* is something often referred to as online gaming and not used when talking about board games, while “å spille” can be used in both contexts. *Å game* is also a denominalization, meaning that it is a word originating from a noun, in this case, an English noun. The phrase *å game* also checks off Poplack’s criteria in her “Levels of Integration Into Base Language” model (1980), as it is morphologically, syntactically and phonologically integrated into Norwegian speech. Based upon the lack of a valid equivalent, in addition to that, the phrase is regarded as a loan based on Poplack’s model, the most natural conclusion was to categorize it as a loan. Nevertheless, this example will hopefully exemplify how troublesome it may be to discern loans from code-switches.

Moreover, some of the loanwords appeared obtrusive in the way that they referred to the name of different items or concepts, usually originating from an English language context. I chose to name this category *titles*. Since this category had so little to do with the other loanwords, one could argue that the category should be viewed more as a category of its own than one of many subcategories of *loans*. The category *titles* include names and titles of companies, movies, books, television shows, and so on. There was a total of 22 such references, representing 9% of the total number of Anglicisms. *Facebook* is one example, which was uttered six times in my data. Another example is *Friends*, a reference to the famous television show from the early 2000s, which was uttered five times, along with *iCloude*n and *Teams* and a few other titles. Some of them have Norwegian names as well, such as “Fjesboka” for *Facebook* and “Venner for livet” for *Friends*. Although these are lexical equivalents, one could question whether these truly are equivalents in terms of their carried meaning and rare usage. Veas (2017) also found similar titles in her work on written code-switching on a Norwegian blog. She categorized titles as code-switching, suggesting that they resembled quotations. Quotations are, according to Gumperz (1982), commonly viewed in code-switching. Veas also distinguished loans from CS by looking them up in Norwegian dictionaries. Although I agree that dictionaries can guide a distinction between loans and CS, I will argue that titles are used more as borrowed reference words than actual code-switches. Because of the titles’ lacking widespread equivalents, in addition to their very fixed meaning, I decided to view titles as loans rather than code-switches.

As for the other loanwords found in the data material, there were a total of 46 unique samples, some of them uttered several times. An overview of these is presented in table 4.

Table 4. Overview of loanwords*

Loan	Frequency	Loan	Frequency	Loan	Frequency
Bacheloren	1	fragil	2	reunion, reunionen	4
business-messig, businessen	2	fuckings	1	service	1
case, casen	2	game, gamet	2	sexy	2
casual	1	hacker	1	shit	5
chat, chatte, chatten	3	handy	1	sorry	1
clincher	1	headset	1	sporty	1
coach**	19	hooke, hooket	3	straight	2
comebacks	1	image	1	toastmaster, toastmasteren	5
cred	1	influenceren	1	touchy	1
date, dater, datet	4	jeans	1	wow	1
deal	1	laptop, laptopen	2	yes	2
default	2	microchip	1	å debriefe	1
dress code	1	OK, okay	13	å game	1
dumbster-diving	1	podcast	3	å showe	1
fan	1	quiz	4		
fancy	1	research	1		

* This table does not include titles

** Also: *coach-mat, coachen, coachete, coaching, coaching-opplegg, manne-coach*

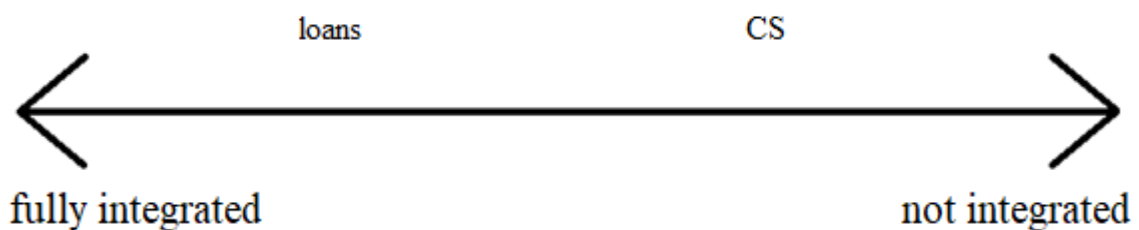
Among these loanwords, I found that there were three different significant features: y-endings, inflections, and exclamations – in addition to an “other” category. There were five examples of loans consisting of adjectives with -y endings: “fancy”, “handy”, “sexy”, “sporty”, and “touchy”. These are what Graedler (1997) calls pseudo-loans, or more specifically, derivation loans. Many of the loanwords also included different inflections, e.g., “bacheloren”, “casen”, “chatten”, “dater”, “gamet”, “hooket”, “å debriefe”, “å game”, “å showe”. As you can see, these examples consist of both nouns and verbs, in addition to addition to adjectives and adverbs, such as “coachete”. According to Poplack (1980) and her free morpheme constraint, inflectional endings are typical of loanwords, as they indicate that the words are an integrated part of the speaker’s language. There were also five loanwords which were exclamation words: “okay”, “shit”, “sorry”, “wow”, and “yes”, which can be viewed as tag-switches. According to Poplack, these words are emblematic and do not require bilingual competence; hence they should be regarded as loans. The other loans did not fit into either of these categories as they were found in the data. Nevertheless, this may be coincidental, and

many of these loans could probably be uttered with, for example, inflectional endings, such as “deal” could become “dealen” and “jeans” could become “jeansene”.

4.2.2 Code-switches

As mentioned, it was difficult to discern some of the code-switches from the loanwords, and for good reasons. Gardner-Chloros explains that “CS merges with lexical borrowing at one end of the scale, one of the most ‘minimal’ manifestations of contact, and with convergence/interference/code-mixing at the other end, which can be seen as the last step before total fusion” (Bullock and Toribio 2009, 101). In other words, there is no clear line between loans and CS. Lange and Leuckert (2020, 127) say that “a borrowing is an expression that has started life as a code-switch and has grown up in the target language”. This is also how I choose to view the different types of Anglicisms; as a continuum rather than categories with clear boundaries, as shown in figure 3.

Figure 3. Continuum of integration of Anglicisms



I decided to divide the code-switches into three subcategories based on the degree of integration. The first category consisted of single word code-switches. As the name suggests, these CS consist of only one word, and I would argue that they are the CS that are closest to loanwords. There were 66 single word code-switches, the most frequent being “backer”, “gun” and “mail”. If one were to base the loanword-CS distinction on Poplack’s “Levels of Integration Into Base Language” model (shown in figure 2), some of these would be classified as loans rather than code-switches. She would view some of the words as a part of a monolingual speech rather than CS. As I have previously explained, I did, however, primarily base the distinction on Pfaff’s equivalence principle. This means that the word *backer* is viewed as a single word CS due to its existing equivalent “støtter”, although it has a Norwegian inflectional ending.

The two remaining categories are what I regard as the most advanced code-switches, or the least integrated, or intimate, parts of the speech, called *fixed expressions and idioms* and

multi-word code-switches. These are the categories I am the most interested in for my analysis. Both categories consist of CS consisting of multiple words. Fixed expressions and idioms were separated from other code-switches because of their collocational value. According to Poplack (1980), idioms are found in monolingual speech and can be viewed as borrowings rather than true code-switches, where one borrows a whole phrase rather than performing a CS. I, however, decided to categorize fixed expressions as code-switches. Although I view both fixed expressions and idioms as actual code-switches, I find it interesting that such a large amount of the code-switches are not entirely “self-invented” code-switches. Since fixed expressions and idioms consist of words that often go together, they can be viewed as a smaller switch than “free” code-switches, where the speaker must rely on their own imagination. In episode 11, for instance, the fixed expression *meant to be* was uttered several times when the participants were discussing the fate of a young couple. Although this is a code-switch, one could argue that it appears more like a borrowed unit of words, hence a fixed expression, rather than an advanced code-switch constructed by the utterer. Because of this, I have categorized *fixed expressions and idioms* as smaller code-switches than *multi-word code-switches*. All instances in these two categories are shown in figure 4.

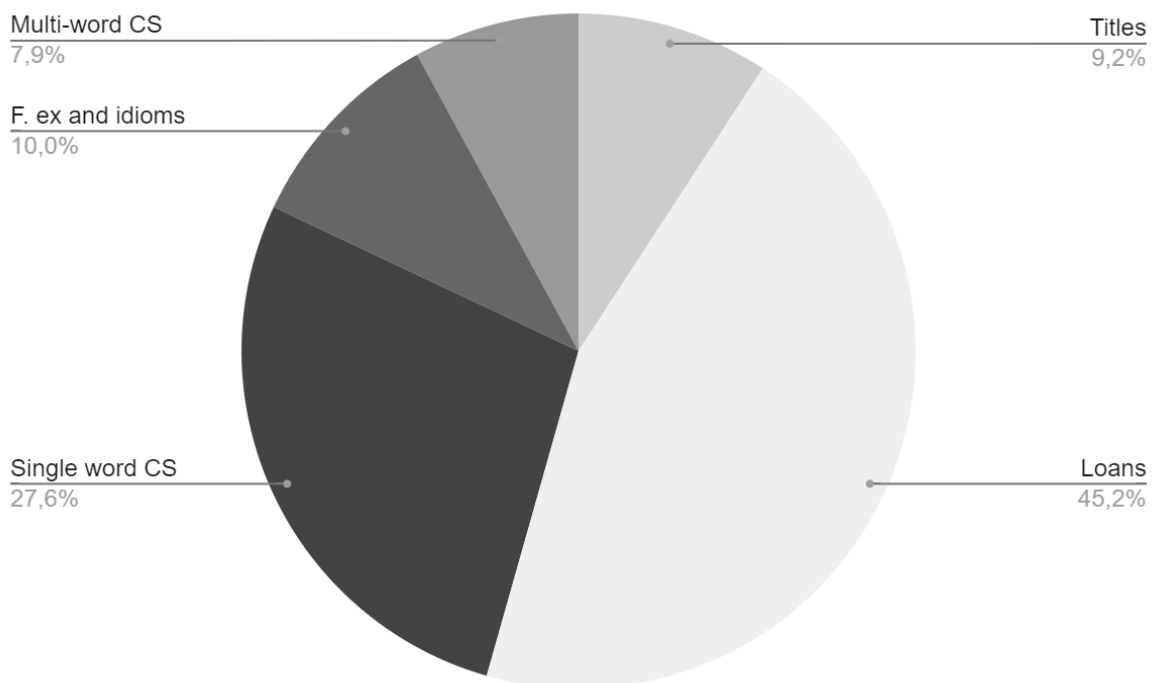
Figure 4. Overview of fixed expressions, idioms and multi-word CS

Fixed expressions and idioms	Multi-word CS
everybody else is taken	artificial situation
face to face	can I borrow
fuck off	classy shit
fuck off	crazy motherfuckers
if you love somebody set them free	go-between
in real life	heey, I'm in- I'm in Switzerland - what are you doin' - diplomats
irl	high class
meant to be	high maintenance
meant to be	high school movies
meant to be	I am a boy
meant to be	keep it on a low
meant to be	let's go shopping
oh my god	no, I say no, but I mean yes
once in a lifetime	sexy young diplomats

one night standene	that's when you attack
one night stands	young and internatinal in Brussel
point of no return	young boy Brussel
point of view	young diplomats
quick fix	Young- eh Young, female diplomat- Young, sexy diplomat looking for friends- international friends
slippery slope	
turn off	
words of affirmations	
worst case scenarios	
you come out in the open	

There were 24 instances of code-switches which were fixed expressions and idioms, and 19 “free” multi-word code-switches. In sum, these represent 18 % of all Anglicisms in the data material, and if you include the single word code-switches as well, we see that 45.6 % of the Anglicisms consist of code-switches.

Figure 5. Distribution of loanwords and code-switching



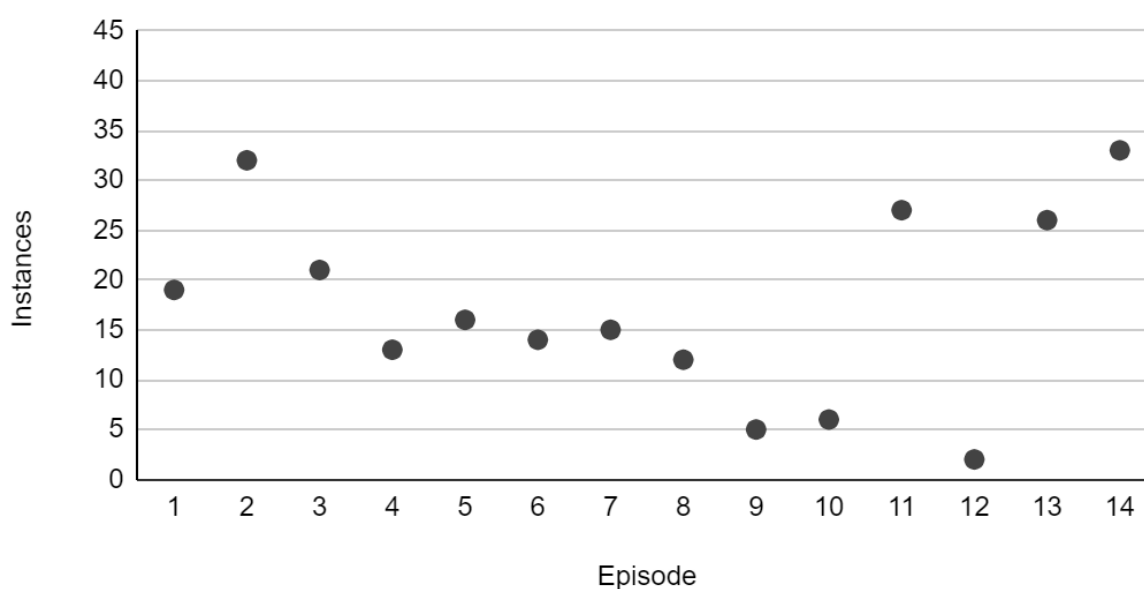
To sum up the distribution of the largest categories within loans and code-switches, we can see that the *titles* and *loans* made up about 54% of the instances, which is shown in figure 5. Although this makes up most of the instances in my data, there are solid numbers representing

true code-switches as well. They consist of are *single word code-switches*, followed by *fixed expressions and idioms* and *multi-word code-switches*.

4.2.3 Frequency

As previously mentioned, instances of Anglicisms varied from 2 to 33 in each episode, as shown in Figure 6. This raises the obvious question: Why? As most researchers know (and master's students eventually discover), such a question is near to impossible to answer. One can, however, investigate whether there are liaisons between different factors. In this part-chapter, the frequency of Anglicisms in relation to the participants' ages and genders will be presented and discussed.

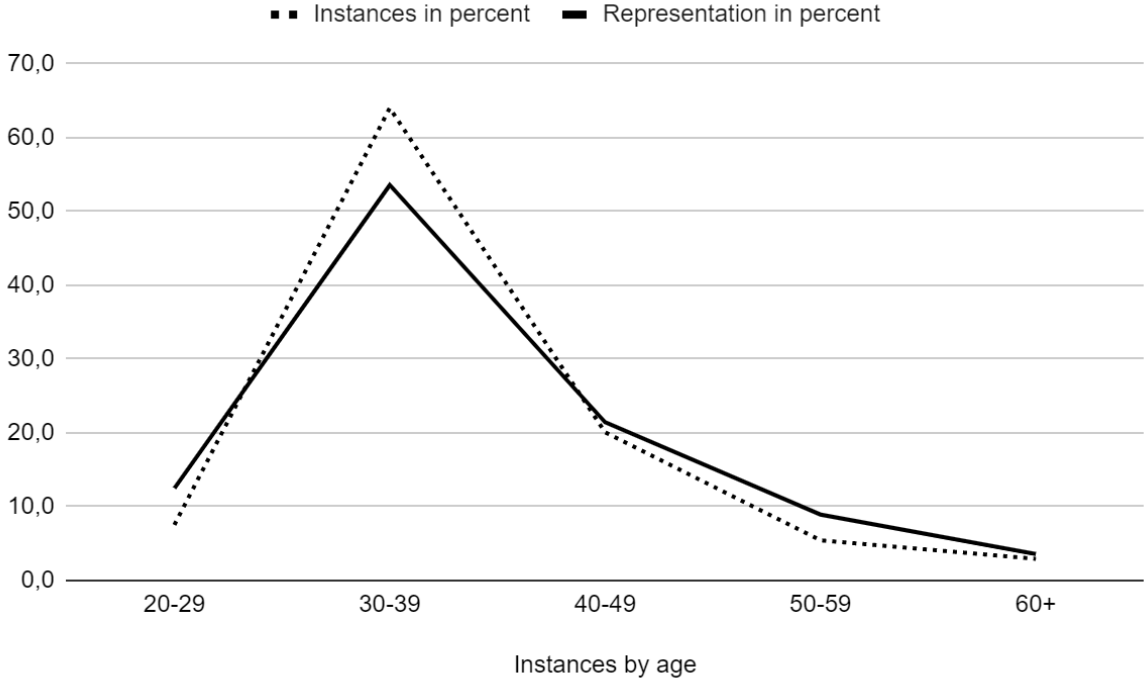
Figure 6. Number of instances in each episode



With the arguments of the high prestige of English among the youth in the back of the head, a natural assumption is that the frequency of code-switching correlates with the interlocutors' age. One might think that the younger generation is more prone to utilize the English language as they are more in touch with it through digital spheres, e.g., social media platforms and gaming (Brevik and Rindal 2020) in addition to the language's status. To investigate whether this hypothesis was true, I coded every Anglicism with the age of the participant who uttered the sequence. To find the frequency of Anglicisms in relation to age, I counted the instances with respect to their representation percentage. In other words, since a large portion of the participants belonged to the group 30-39, it is natural they also produced the most Anglicisms by number. To investigate whether they produced the most Anglicisms by age,

one would have to measure the frequency with regard to their respective group size. This is demonstrated in figure 7, where the cohesive line displays the representation of each age group, while the stabled line displays the actual frequency of Anglicisms produced by each age group. If every age group produced equally many Anglicisms, the two lines would merge.

Figure 7. Distributed age compared to the frequency of Anglicisms



From these numbers, we see that the age group 30-39 produces 10.4 % more Anglicisms than expected, given that all age groups would produce the same number of instances. This means that the group 30-39 produced the most Anglicisms. Despite this implication, this particular age group was by large over-represented, which makes it natural to question whether the numbers are representative. Moreover, and even more importantly, if my hypothesis was true, the same tendency should have occurred in the data for the age group 20-29. They, however, produced 5 % fewer Anglicisms than their representation. The groups 40-49 and 50-59 produced fewer Anglicisms than their representation percentage, which strengthens my hypothesis, although it is worth mentioning that the gap is marginal and of questionable significance.

However, the two age groups 20-29 and 60+ disturb my hypothesis. If there was a correlation between age and frequency of Anglicisms, the oldest person in the study, Christian Borch, 77, should be the participant producing the least Anglicisms. Nevertheless, he produced 4

Anglicisms within the 20-minute frame which was transcribed. This number is very close to the average amount of Anglicisms, which is 4,25. However, if we look at the context, only 13 Anglicisms were uttered in total within the 20 minute timeframe, meaning that he produced approximately 31% of the code-switches in a conversation with four people. It is also highly problematic for my hypothesis that the age group 20-29 produced so few Anglicisms, as I expected them to produce the most. This could be coincidental, or due to external factors which were not studied in this investigation. However, I am tempted to speculate whether some of them think like Tim Kristian said he did (Solvang, 2021), that they try to limit their use of English in their speech to sound more professional. Knowing that one is recorded and streamed on radio and podcasts may plausibly have caused some of them to alter their language.

Although there seems to be a correlation between the frequency of Anglicisms, as the frequency declines from ages 30 to 59, the youngest and the oldest group did not follow this pattern. It is, however, noteworthy to say that these age groups were only represented by respectively 6 and 2 participants, which may explain the unexpected variations.

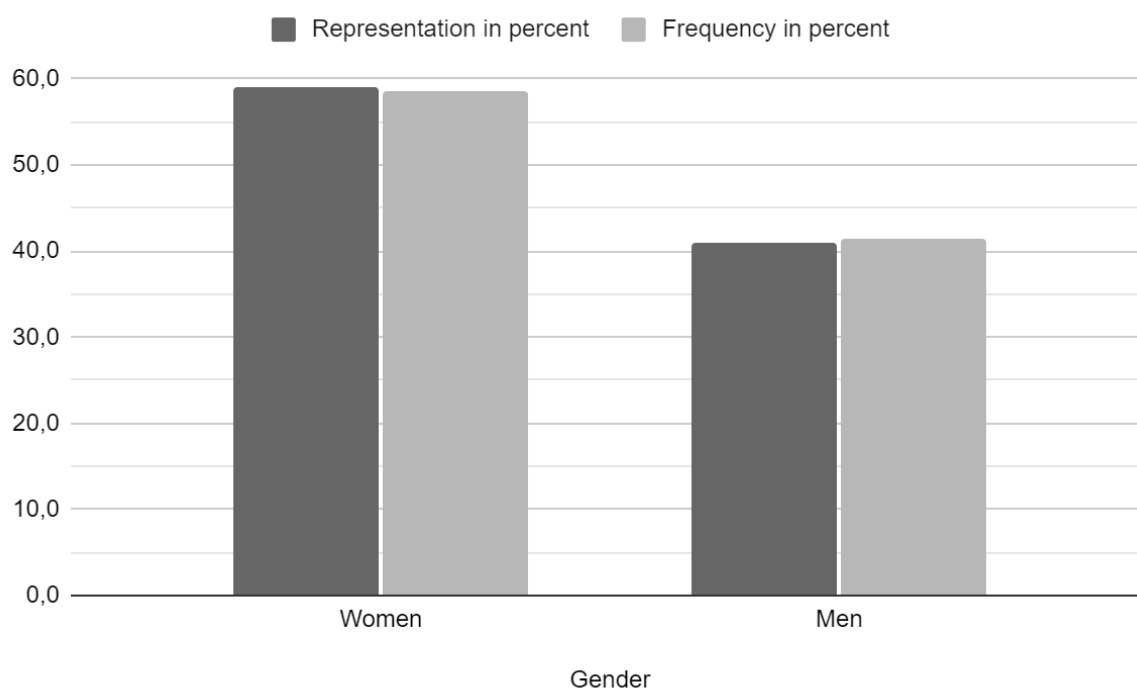
Another interesting finding is that 8 out of 40 participants did not produce any Anglicisms at all in the selected 20 minutes. These are presented in table 5. This would be an interesting group to further investigate, however, the group did not appear to be significant in terms of gender or age, and the participants appeared in several different episodes. It would require further studies to find a viable correlation, perhaps a closer discourse analysis could indicate whether such a correlation exists.

Table 5. Overview of participants who did not produce Anglicisms

Participant	Gender	Age	Episode number
Solveig Kloppen	Female	50-59	5
Kåre Magnus Bergh	Male	40-49	6
Marte Bratberg	Female	30-39	8
Kaveh Rashidi	Male	30-39	8
Sigrid Bonde Tusvik	Female	40-49	11
Maria Stavang	Female	20-29	10
Odd Nordstoga	Male	40-49	12
Ulrikke Brandstorp	Female	20-29	12

So, what about gender? The well-known linguist C.J. Wells shows in his studies (Wells 1982) that women are more innovative with language than men are. Although his research was mostly based on dialects, one could argue that language transfer, such as Anglicisms, includes many of the same processes; hence it is natural to assume that women will use more Anglicisms than men. Such a tendency was near impossible to discern, as shown in figure 8.

Figure 8. Distribution and frequency of Anglicisms with regard to gender



Females represented 59.9 % of the participants and produced 59.6 % of the Anglicisms, while males represented 41.1 % of the participants and produced 41.4 % of the Anglicisms. The data barely points toward the opposite tendency; however, they are mere indications, and the variations appear insignificant. From the data presented in this thesis, which aligns with Poplack's results (1980), the natural conclusion is that gender does not seem to affect the frequency of Anglicisms.

4.2.4 A closer look at the code-switches

Anglicisms are used in various situations and can be marked by several different features. The discourse could be analyzed endlessly, so I decided to comment on a few aspects that I find relevant based on my discoveries in the data material. These are elements that “stood out” in the discourse and may serve as possible explanations of what is causing the use of Anglicism.

4.2.4.1 *Imitation*

While listening through and transcribing the data, I soon discovered that many of the Anglicisms were produced when the interlocutors were imitating someone. The participants could imitate another person, an imaginary person, or themselves in either a thought scenario or when telling a story from the past. Following are three different examples from the data.

(5) jeg trodde du skulle foreslå- du vet sånn- når du ser sånn **high school - movies**, så er det sånn "nå skal jeg gjøre deg trygg på deg selv, **let's go shopping!**" og så går de på sånn derre (...)

(6) (...) ta nye profilbilder og være sånn "**heeeey, I'm in- I'm in Switzerland - what are you doin' - diplomats?**"

(7) ja, eller så kan- eller så lurer jeg på vil hun egentlig kanskje ha bling? Er det sånn "**No, I-I-I say no, but I mean yes!**"

Example 5 is from episode 14 and is produced by Live Nelvik. She seems to imitate a stereotypical American high school girl – at least the ones you see in movies. She imitates an imaginary person in a thought scenario. Example 6 is from a conversation in episode 13 where the participants are trying to solve the problem of a woman who wants to make friends in a new country. The example is uttered by Jenny Skavlan, and she appears to imitate a thought scenario of the woman making friends through posting new profile pictures on social media platforms. Example 7 is uttered by Odd-Magnus Williamson in episode 14 in a conversation about engagement rings. The submitter wants to propose to his girlfriend, who has said that she does not want an engagement ring. Williamson, on the other hand, seems to imitate the imaginary thought-life of the girlfriend to get across that she may, in fact, wish for a ring altogether.

In examples 5 and 7, the Anglicisms, in these cases code-switches, seem to be used to present stereotypical references. For all three examples, it is hard to say precisely why they chose to utter these phrases in English rather than Norwegian. In example 6, it could be that fact that the person they talk about is in an international context, such as Gardner-Chloros' theory on bonding-CS (Bullock and Toribio 2009). According to her, a motivation for CS may be the wish to show a bond or closeness to other traditions and cultures. Svedal (2021) also found that the participants, in her research on code-switching in Norwegian podcasts, also tended to perform CS when they were referring to something related to the English language. Example 5 seems to have an even more distinct reference to an English-speaking society. This seems to

coincide with Gardner-Khloros (in Bullock and Toribio 2009) theory that code-switches can be produced as an “act of identity”. Example 7, however, does not have a clear link to English language contexts.

4.2.4.2 *Markedness*

There were several sequences where the participants marked their use of English. As mentioned, markedness is typically signified by pausing before or after the Anglicism or a “metacommentary”, meaning that the speaker in some way excuses or comments their use of English. Markedness indicates that the speaker is aware of their use of Anglicisms and that they may want to express their feelings about using English in a Norwegian context, that is, to move up and down the social status scales. Marked Anglicisms occurred in several sequences in the data material.

It has proved rather difficult to comment on how code-switches are marked based upon the analysis I have performed in this thesis. I realize that such a work is much more extensive than I have the capacity to do in this thesis. It is, for example, challenging to define what a pause is – in other words, how many milliseconds of silence is required before it is classified as a pause? Additionally, one would have to perform more extensive processing of the data to be able to perform an in-depth analysis about the use of pausing. In the transcriptions, I have therefore marked pauses as I have perceived them. Similarly, it is hard to discuss what the motivations for markedness might be, since I have not conducted interviews with the participants in this thesis. Nevertheless, I will present a few examples to draw an image of how the code-switches were marked.

One feature of markedness which occurred a few times was that the interlocutors explained or translated what they meant before or after the code-switch. In example 8, which is an excerpt from episode 4, Christian Borch used the Norwegian term “kunstig situasjon” both before and after he code-switched and used the English term *artificial situation*. For some reason, he found it necessary to include both the Norwegian and English variants of the same concept.

(8) (...) det er risikofylt, men altså det er et eller annet med å skape kunstige situasjoner, som - som ikke løser noen problemer egentlig, det er en kunstig situasjon at hun ikke får ha hesten sin der, og det høres ut som det er det, og i og med at det er en profesjonell stall og han har plass, så er jeg i tvil om det er måten å gå fram på altså, jeg mener du skaper, du skaper en **artificial situation** - altså en kunstig situasjon rundt hele forholdet, og det løser ikke noe problem (...)

In some sequences, it was not necessarily the utterer who explained or translated their code-switch, rather someone else, as shown in the dialogue in table 6. Although it is Else Kåss Furuseth who performs a code-switch, it is Live Nelvik who clarifies its meaning by imitating Furuseth in Norwegian.

Table 6. A sequence from episode 1

Else Kåss Furuseth	(...) det er liksom sånn, det er liksom sånn, at eh sånn, det er første gang - jeg skal se også ut som det er første gang jeg trener, så ikke noen tror at jeg tror jeg er noe
Live Nelvik	ja
Steinar Sagen	åja
Else Kåss Furuseth	hvis du skjønner, det ser ut som bare "oi, her er et uvær" altså det er - once in a lifetime
Live Nelvik	ja for du vil på en måte oppfattes som en "jeg har akkurat begynt"

Another way that the interlocutors marked their code-switches was by pausing before or after the code-switch. Pauses are marked as a dash with spacing before and after (-) in the transcription. Dashes without spaces represent interruptions.

(9) **shit**, norske hytter er så - **high class** når det er robotstøvsuger (...)

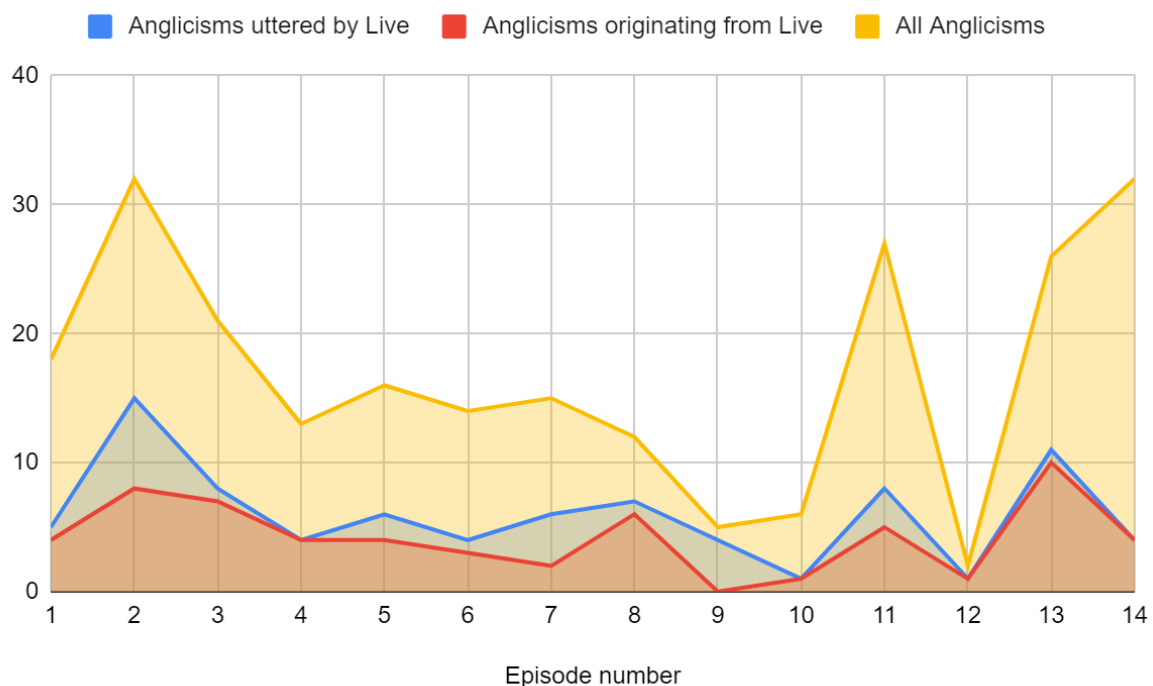
(10) -jeg tenker sånn **dumpster-diving**, begynn med det Pia-

Example 9 is uttered by Adelina Ibishi in episode 3. The code-switch is marked by a pause before she switches to English. She may not find a suitable Norwegian term, thus spending some time finding a fitting English term. Another possible reason is that she pauses to silently “announce” that she is about to perform a code-switch. She may also pause to distance herself from the English word, signaling that this is not an integrated part of her speech. The latter is probably the case, for example 10, which is uttered by Steinar Sagen in episode 1. By adding the word “sånn”, which is similar to the English word *like*, he is distancing himself from the word *dumpster-diving*. It is, however, hard to say whether he distances himself from the activity itself of the English term for it. Nevertheless, the code-switch is marked by a type of metacommentary, similar to Poplack’s (Poplack 1980; Bullock and Toribio 2009) example of excusing one’s language presented in the theoretical outline. This marker also occurs in example 5.

4.2.5 The case of Live Nelvik

An interesting aspect that could be analyzed based on the data material was how a person altered their speak in different conversations with different people. Since the host, Live Nelvik, participated in all 14 podcast episodes, it was possible to compare her frequency of Anglicisms up against all Anglicisms produced in each episode. During the course of 14 episodes, Live produced a total of 84 Anglicisms. It is important to note that 25 of them originated from written material she read out loud, originating from e-mails submitted by listeners. In other words, only 59 of the Anglicisms were originated from her and represent spontaneous production of Anglicisms, and this is the number that should be compared to the total number of Anglicisms. An overview of the total number of Anglicisms, all Anglicisms uttered by Live, and Anglicisms originated from Live are presented in figure 9.

Figure 9. An overview of Anglicisms in each episode



The model shows us that there seems to be a correlation between the total frequency and Live's frequency of produced Anglicisms, however, it is not consistent. Still, the overall impression shown in the model is that there is a correlation between the two variables; when more Anglicisms are uttered in the conversation, Live generally produces more Anglicisms too. Further analyses are required to determine exactly what causes this; however, these results may indicate as Live alters her language to "fit in" to the group. As previously

mentioned, Wells (1982) and Melchers et al. (2019) claim that people alter their speech to move up and down the social scales, and this may cause Live to alter her use of Anglicisms.

Nevertheless, it is hard to determine what the causes are since there are several other variables that are hard to control when podcast episodes make out the data material. Other confounding variables may be that the Anglicisms works as a reference words, which are repeated several times. This may, for example, cause the high number of Anglicisms in episode 14 where Odd-Magnus Williamson introduces the loanword *coach* and utters the word five times in a single utterance. Then, there is a sequence where he continuously uses the word, followed by two of the interlocutors who adopt the word into their own speech. This does not mean that they would not utter the word *coach* unprovoked, however, the word appears as a sort of reference word in their conversation.

Table 7. Sequences of a dialogue in episode 14 of “Lørdagsrådet”

Odd-Magnus Williamson	(...) men er ikke dette sånn- er ikke dette litt sånn coach -mat a?
Live Nelvik	jeg trodde du skulle foreslå- du vet sånn- når du ser sånn high school - movies , så er det sånn "nå skal jeg gjøre deg trygg på deg selv, let's go shopping! " og så går de på sånn derre (...)
Henriette Steensrup	ja, for det - jeg tenkte at du skulle pitche en sånn romantisk komedie nå, som også hørtes fin ut, at kanskje hun kunne vært coachen da, altså jeg bare ta- spinner videre på-
Odd-Magnus Williamson	-spinner på det-
Henriette Steensrup	-ja, at eh - <i>hun</i> sier sånn - "hei, jeg har lyst til å teste ut et coaching *hahaha* opplegg (...)"
Odd-Magnus Williamson	ja, men vet du hva, det lukter amerikansk coach her altså, jeg ville finne en sånn - eh amerikansk coacher , også at hvis det er coach Carter, har akkurat- han holder jo til på Mysen, et eller annet sånt noe liksom, han-
Henriette Steensrup	men nå har han flytta til Hokksund-
Odd-Magnus Williamson	-har litt sånne greier- ja- "du skulle ikke prøvd tre timer hos coach Carter a?". En litt sånn afro-amerikansk dude fra Harvard (...)
Odd-Magnus Williamson	(...) det høres ut som det er noe sånn, at Roger trenger litt sånn guidance (...)
Live Nelvik	her er jo coachen du er på jakt etter, Odd-Magnus!
Odd-Magnus Williamson	ja, jeg googler, jeg googler coach i Mysen òg da
Live Nelvik	eller fant du en amerikansk coach på Mysen, Odd-Magnus?
Odd-Magnus Williamson	nei, men altså- jeg fant faktisk noe, jeg googlet én gang som var eh jeg vet ikke om dette er lov, men som heter Go Mentor som er en sånn eh manne- coach , hvor det er- og det - hørtes litt ut som Roger sin greie. Det og- og jeg- jeg står på coach (..)
Henriette Steensrup	(...) og sto ved en sånn eldgammel engelskmann og mannen min litt lenger, som nå er mannen min da, litt lenger bort, for han er god på det så jeg fikk coaching

The morpheme *coach* is uttered 14 different times during a few minutes, and three out of four participants adopt or imitate the word. The sequence presented in table 7 may indicate that Anglicisms are “contagious”; if someone introduces an English word, others may adopt the same word. As previously mentioned, the frequency of Anglicisms varied tremendously among the 14 episodes. Live also adapted her frequency of Anglicisms, as shown in figure 9. Live’s frequency could both corresponds to her wanting to “fit it” to a conversation, but it could also be that she may want to alter her accent to level with the social status within a group. Although these are some viable suggestions, it is important to underline that there are many other variables which may cause Live to alter her speech that are not taken into account in this discussion.

5 REFLECTION ON THE RESULTS

In the introduction, I attempted to explain the importance of studying how the English language is used in Norway. I explained that English has a somewhat unclear status in Norway, that many view English as a prestigious language and that language is connected to power and hence relevant beyond the linguistic field. In this chapter, I would like to present some final thoughts on how my thesis shed light on these elements, in addition to discussing whether my findings are representative, what the weaknesses are, and suggest further research.

5.1 FINAL THOUGHTS AND SUGGESTIONS FOR FURTHER RESEARCH

The data and analysis show that Anglicisms do occur in “Lørdagsrådet”, thus probably also in many ordinary conversations among speakers of Norwegian. I expected to find several examples of loanwords and code-switches, which I did. Lange and Leuckert (2020) claim that “Code-switching is a linguistic behaviour that requires fluent bilingualism”. However, based on the discoveries in this thesis, I will argue that there is reason to whether the definition of code-switching is too narrow. The definition may be influenced by the fact that code-switching has mostly been studied in bilingual contexts, such as English and French in Quebec, or English and Spanish in the USA, according to Veas (2017). She, on the other hand, claims that “People with more than one language available to them, regardless of proficiency level, are capable of code-switching» (Veas 2017, 1). This thesis does not prove this in any way; nevertheless, it aligns with her acclamation; Norwegians perform code-switches, regardless of not being bilinguals.

The Anglicisms found in this investigation are not restricted to loanwords or idioms – which are also used by monolingual speakers (Poplack 1980). There are a variety of shorter and longer code-switches. As mentioned, it is unclear what the status of English in Norway is today, but in this thesis, there are several examples of code-switching. These indications also underline English’s unclear status in Norway, as non-bilingual speakers seem to have acclaimed bilingual traits. This leads me to the question: is the definition of code-switching too narrow when it is restricted to bilingual speakers, or should the English’s status be redefined in Norway? Or is bilingualism simply an outdated term in our modern cross-linguistic world?

Further studies on the status of English in Norway with respect to social factors, prestige, and language proficiency could aid this debate. It would also be interesting to investigate whether there is a correlation between CS and prestige, either by comparing CS in different countries or communities or by comparing people's attitudes and performance of CS to their beliefs about English's prestige. Another interesting topic to be studied is the correlation between Anglicisms and age, especially the group 20-29, who produced surprisingly few Anglicisms in my material. This seems to contrast the idea that English is perceived as a prestigious language among the youth.

5.2 REPRESENTATIVENESS, WEAKNESSES AND POSSIBLE SOURCES OF ERROR

There are several weaknesses in this investigation. I have already mentioned some of them in chapter 3, such as the limitations when the data material is based upon podcast episodes. As I mentioned, I did not perform the recordings myself, thus I could not interpret factors such as body language or other external factors that may have influenced their speech.

Another large weakness is that the transcriptions, coding and analysis were solely performed by me – and there is a great chance that I have “missed” important information. Several times, I caught myself not noticing all Anglicisms in my first transcription draft, especially loanwords that are well integrated into my own speech.

Also, the goal was to study natural and spontaneous speech, yet the participants were all aware that they were recorded for radio and podcast purposes and may have altered their speech – for example, by limiting their use of Anglicisms to make sure that they were understood by the listeners. Although the conversations resemble ordinary speech, the setting is somewhat artificial, thus the data is not representative for all types of spoken language production.

There was also the issue of when Live Nelvik read e-mails which contained Anglicisms out loud. These Anglicisms affected the statistics, yet this could be taken into account in my analysis. What I cannot say is whether these Anglicisms triggered the other participants to, e.g., produce more Anglicisms.

The amount of data material is also limited, and to fully see patterns of Anglicisms, a larger study is in need. The same applies to the number of participants. Additionally, a more even distribution of participants in terms of age groups would strengthen my analysis since the representation in this analysis was very disproportionate, with a dominating group of people

between 30-39 years of age. More diversity among the participants would also strengthen the analysis, as most of the participants were white, ethnic Norwegians living in Oslo or elsewhere in the South-Eastern part of Norway, in addition to having similar work backgrounds in the entertainment field.

6 CONCLUSION

In this thesis, I attempted to present which types of Anglicisms there were in 14 episodes of the podcast “Lørdagsrådet”, and how frequent they were. To do this, I transcribed 20 minutes from each podcast which gave me a total of 280 minutes of material. I found 239 Anglicisms in total. With respect to my definitions, I showed that 54 % of the Anglicisms were loanwords, and the remaining were code-switches. I chose to view titles of books, movies, etc., as loanwords and found 22 samples of this in my material. I showed that many of the loanwords either had Norwegian inflectional endings, such as *coachen*, were pseudo-loans ending with -y, such as *touchy*, or were exclamation words or tags, such as *yes* and *sorry*.

Furthermore, I looked at the frequency of Anglicisms with respect to age and gender. I concluded that gender did not seem to affect the frequency of Anglicisms, while age seemed to have a correlation with the frequency of Anglicisms – however, not the way I expected. While I expected that the youngest age group 20-29 would produce the most Anglicisms, they were one of the age groups who produced the least. I expected to see a steady decline of Anglicisms the older the participants got, which was the case for most age groups, except 20-29 and 60+. It is, however, noteworthy to say that these age groups were only represented by respectively 6 and 2 participants, which may explain the unexpected variations.

Moreover, I discussed how imitation and markedness seemed to signify several examples of code-switches in my data material. I link this to the markedness theory (Poplack, 1980) and the theory on “act of identity” (Gardner-Chloros in Bullock and Toribio 2009).

Finally, I presented how Live Nelvik, the host of “Lørdagsrådet” used Anglicisms in the 14 different episodes and concluded that she seemed to be influenced by the other participants in terms of frequency, although there may be other factors that influence the production of Anglicisms as well.

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8 APPENDIX

Explanations to the transcriptions:

Text in bold	=	Anglicism
Text in <i>italics</i>	=	stress
!	=	exclamation
- directly after word/letter	=	interruption (by oneself of others)
- directly before word/letter	=	the follows the interruption
- with spaces before and after	=	silence or pause
eh	=	all types of verbal hesitation
...	=	indicates action, e.g. laughter
(...)	=	indicates the some of the sentence/utterance has been left out
*Live Nelvik	=	reads up e-mail

8.1 EPISODE 1

09.01.21. Live Nelvik, Lars Berrum, Steinar Sagen, Else Kåss Furuseth

Time	Anglicism	Utterer	Context
00:32:78	random	Live Nelvik	(...) men da tenker jeg da, hvis man sender et brev til faren, så har hun muligheten på en måte til å ordlegge seg faktisk litt fra, da kommer det fra henne, jeg bare eh syns det virker litt rart å sende en a- en random fyr i lammeullsgenser og si "sånn jeg trenger penger" (...)
00:34:00	okay	Lars Berrum	(...) det virker for meg hvertfall som hun har kommet seg et sted i livet, tross eh ting som er veldig bra sted med et barn med en fin jobb - eh okay - gjeld opp etter øra få heller det til å - å betale litt mindre over en lengre periode (...)
00:35:36	dumbster-diving	Steinar Sagen	(...) hvis man går litt sånn inn for å bli god på å ha lite penger, altså finne de derre tilbudene eh de beste kanalene hvor folk liksom som kaster sånn "åja den der sykkelen her skal jeg bare gi- orker ikke å legge den ut på Finn". Skjønner du? Jeg tror det er mye av det også, ka-
		Live Nelvik	-jeg tenker sånn dumpster-diving , begynn med det Pia-
		Live Nelvik	-neeei! Det er på finere ting
		Live Nelvik	det er tungt å komme seg ut
00:37:58	quiz	Lars Berrum	det - det hadde jeg ikke greid på en quiz
		Live Nelvik	nei, hehehe
		Steinar Sagen	dørstokk er den som er nederst-

		Lars Berrum	-ja ja dørstokk vet jeg hva er, ja list da, som jeg kaller det
		Steinar Sagen	og mil vet du hva er
		Lars Berrum	og mil vet jeg hva er
00:38:07	quiz	Live Nelvik	det er gøy at på en quiz så du hadde du levert inn på en måte blankt! Lars Berrum, Lars Berrum svarer "eh ja eller jeg vet faktisk ikke hva det er, dørstokkmila"-
00:38.11	crazy motherfuckers	Steinar Sagen	crazy motherfuckers leverer blankt
00:38:15	quiz	Else Kåss Furuseth	jeg hater quiz jeg
00:39:05	podcast	Live Nelvik*	(...) men på grunn av pandemien så skal man jo ikke treffer noen akkurat nå. Elsker jo egentlig å gå tur og ha podcasten deres på øret. Hjelp, jeg er sikkert ikke den eneste som har dette problemet nå under pandemien.
00:41:40	jeans	Steinar Sagen	(...) altså min dørstokkmil er å skifte klær, eh jeg synes det er sånn der "åh fy fader jeg skal ikke bare trene men jeg skal fader meg skifte fra jeans til treningsbukse", så hvis du skifter med én gang så er du for meg i hvert fall da er det veldig langt på vei (...)
		Else Kåss Furuseth	(...) det er liksom sånn, det er liksom sånn, at eh sånn, det er første gang - jeg skal se også ut som det er første gang jeg trener, så ikke noen tror at jeg tror jeg er noe
		Live Nelvik	ja
		Steinar Sagen	åja
00:42:48	once in a lifetime	Else Kåss Furuseth	hvis du skjønner, det ser ut som bare "oi, her er et uvær" altså det er - once in a lifetime
		Live Nelvik	ja for du vil på en måte oppfattes som en "jeg har akkurat begynt"

		Lars Berrum	(...) du har ansvar for deg selv, og det er jo et begrep som man noen ganger-
00:43:43	coachete, coachete	Live Nelvik	coachete, coachete sagt
00:43:49	fragil	Lars Berrum	jamen men noen ganger for min del så ehm, jeg hadde en litt sånn eh fragil periode nå i jula eh da tyr jeg alltid til ehm-
00:43:53	fragil	Live Nelvik	unnskyld men fragil bruker du men dørstokkmila, hehehe
		Else Kåss Furuseth	sårbar?
		Lars Berrum	ja, ja, og da eh å tenke til og da tyr jeg alltid, eller ofte til, sånn eh å se på og lese med eh, om sånn litt sånn filosofi og sånn om eksistensialisme og den type ting (...)
00:44:55	pushet	Lars Berrum	(...) og da er det så deilig å vite "nei faen det er ikke det altså, dette her er ikke unikt, så her handler det faktisk om bare og-" og det gir meg noen ganger det lille pushet til å eh komme meg over den jævla terskelen da (...)
00:47:47	casen, podcast	Lars Berrum	(...) det er jo sånn, nå er det litt sent i forhold til denne casen vi snakker om da, men jeg var jo på din podcast der liksom du har med Peder Kjøs og sånn (...)
		Live Nelvik	(...) begynne å på en måte eh lage en sånn bevisst minnebank om hvor deilig dette føles, sånn at du neste gang når du har en avtale kommer deg lettere ut
		Steinar Sagen	filme deg selv etter at du har trent også "husk'a Steinar dette er jævlig digg - så jævla bra nå wohoo"

00:49:44	hacker, iClouden	Else Kåss Furuseth	plutselig så hacker noen iClouden din og bare "ooh ikkje bra"
		Steinar Sagen	hehehe, det er ikke det værste
		Lars Berrum	og så må du ha eh, men du må ha avstand, da når du går, eh dørstokksmila-avstanden

8.2 EPISODE 2

16.01.21. Live Nelvik, Bård Tufte Johansen, Silje Nordnes, Thomas Gullestad

Time	Anglicism	Utterer	Context
00:30:20	Facebook	Silje Nordnes	altså der kjenner jeg sånn fordi at de er jo åpenbart venner på Facebook da det er det jeg eh det er det det lukter det her at de er eh de jobber eller de har et- en arbeidsrelasjon og så er- har de blitt venner på Facebook og der da da oppnår liksom på en måte Sereptas krukke seg, jeg vet ikke om det var rett ord og brukt her det var bare det krukkebildet jeg kom på
		Thomas Gullestad	det hørtes kult ut-
		Silje Nordnes	-ja-
		Thomas Gullestad	ei det ei det
		Silje Nordnes	jeg står i det
00:30:49	debunka	Bård Tufte Johansen	jeg ville med én gang sagt fra, med én- altså jeg mener jo det er vår plikt når noen kommer med konspirasjonsteorier ting jeg ville googla, debunka det, sendt det dette er bare sprøyt, det er farlig det får j- det er dårlig for samfunnet, du virker dum for da har du ikke lest deg opp, da har du ikke googla jeg ville klinka rett på fordi jeg mener her-
00:31:01	Facebook	Silje Nordnes	-men ville du gjort det i eh kommentarfelt på Facebook -
		Bård Tufte Johansen	-ja ja ja-
00:31:19	Facebook	Silje Nordnes	-men så ikke, for at jeg tenker at vi må egentlig skille eller jeg tenkte har vært for at man kan skille her arbeids-eh-dag altså det som skjer på jobb som handler om grønnsaker og

			distribusjon og her skal vi ha på kjøkkenet i hotellet på- i Dronningens gate, me- også på Facebook der kan man diskutere
		Bård Tufte Johansen	jeg går ut ifra at det er det, er det er vel ikke bestillingen her kommer grønnsakene, håper ikke pedofile jødene får fatt i det på veien, -
		Silje Nordnes	nei haha nei
		Bård Tufte Johansen	-det er ikke sånn liksom, det er vel i-i kommentarfelt-
		Silje Nordnes	ja
00:31:32	Facebook	Bård Tufte Johansen	å, i- på Facebook og på tråder, og sånn, er det ikke det a?
		Live Nelvik	jo
		Bård Tufte Johansen	og at han s- og at han kanskje i kantina sier liksom - noe dritt da eller noe rare ting
00:31:48	debunka	Live Nelvik	men hadde du altså turt hvis du på en måte etter endt forestilling på Latter så treffer du en kollega som står og har disse- så hadde du bare debunka det?
00:32:08	touchy	Bård Turte Johansen	(...) det er et samfunnsproblem, på en måte, det er jo sånn litt som eh rasistiske meldinger også skal man jo - det er litt touchy til å si fra, man skal egentlig si fra om det òg (...)
00:32:58	irl, in real life	Thomas Gullestad	(...) så jeg tror jo- men jeg tror hvis man tar den det praten i-i- rl , som det heter, in real life så tror jeg det er en helt annen- for jeg tror hvis alle disse kommentarfeltet-menneskene møtte hverandre og diskuterte dette, så vil det til å stoppe ganske kjapt opp
00:33:48	businessen	Thomas Gullestad	ja men fordi de angrepene som oftest man angriper hverandre er sånn venstre- og høyresiden eh det- det- fører aldri noe steds hen, så å være listig tror jeg er- for hvis du bare kutter og eh hvis han bruker- utøver makten sin og liksom bare kutter han så eh, eller ødelegger businessen hans (...)

00:34:19	microchip	Silje Nordnes	det er jo lurt å stille spørsmål tenker jeg da kanskje, at hvis man møter han på rampen da over en kasse med gulrøtter så sier man sånn "jeg så du delte den der eh artikkelen om at eh vaksiner er- skal vi sprøyte inn for å for å jobbe for å putte microchip i oss og - så tenker jeg sånn hvem hvem er det som gjør det?"
00:35:33	business-messig	Bård Tufte Johansen	(...) litt vanskelig å se hva pro- bortsett fra at pro- du blir lei deg, og du blir skuffa, og du-du syns det er t-teit, syns du er dum, så du liksom mister litt sånn respekten for ham kanskje, men bortsett fra det så, business-messig er det vel ikke noe problem?
00:37:12	sexy, sexy	Live Nelvik	hørte du det Ivar? Bare ta den siste der, ikke sant spørre han- stille han til veggs, men på en skånsom måte fordi du utøver makten din på en - sexy måte - sexy var ikke riktig ord der - det merka jeg
			latter
		Silje Nordnes	voksen
00:37:19	okay, Facebook	Live Nelvik	nei - nei - men er det litt sånn opp til han og så skjønner han at " okay , de meningene der, det er ikke bare når man kan sitte å spy ut på Facebook det syns, det har noe å si" (...)
00:37:43	mail, mail	Live Nelvik	"Hei kjære Lørdagsrådet" begynner sånn begynner neste mail - sånn begynner de fleste mail faktisk, "jeg har surret meg inn i voksenproblemer som jeg ikke aner hvordan jeg skal håndtere (...)"
00:38:45	face to face	Live Nelvik*	(...) jeg er bekymret for at datteren skal miste tillit til voksne og nye mennesker ved at jeg bare forsvinner, uten at hun får noen som helst forklaring. Hvordan slår jeg opp med datteren? Er det ikke Sebastian sitt ansvar å forklare henne at vi ikke er kjæresten lenger? Bør jeg møte henne og forklare henne face to face eller skal jeg la være å bry meg (...)
		Live Nelvik*	"Sebastian også sier at deres liv vil bli bedre med meg i det, men mitt liv vil bli best uten usikkerheten og mangelen på tillit som utroskapen har bragt med seg. Hilsen Caroline."

		Bård Tufte Johansen	off
		Silje Nordnes	off - offameg
00:39:09	oh my god	Thomas Gullestad	oh my god
		Live Nelvik	voksenproblemer
		Thomas Gullestad	er det lov å melde pass?
00:39:15	douch	Silje Nordnes	Sebastian - for en douch!
		Bård Tufte Johansen	men hun-hun, men dette er et kjipt menneske
		Live Nelvik	absolutt
00:39:43	feeling	Bård Tufte Johansen	altså - dette er bra eh - som tar det på alvor. Eh mi-min første eh feeling når jeg eh da-da det ble lest opp var jo - ta praten med hun jenta- jeg b- det er vanskelig å s- vite gammel hun er, men fikk jo god kontakt kanskje
00:40:34	closure	Thomas Gullestad	(...) denne nye hverdagen vil hun vende seg til innmari fort, men jeg skjønner jo at for Carolines del at hun vil ha liksom closure at hun - ikke eh - ja at hun vil slå opp på en en fin måte (...)
00:43:55	okay	Live Nelvik	ja men - og det høres veldig lett ut, men det synes dere Caroline høres ut som typen- hun er jo- altså ordet samvittighet er jo nevnt her, hun har masse samvittighet for hun- selv er hun egentlig litt sånn sterk til å bare " okay du er utro, jeg går ut av den døra", men så stopper samvittigheten henne litt på grunn av datteren (...)
00:47:09	datet	Live Nelvik*	Angelica hun skriver "jeg har datet en nydelig fyr en stund og jeg liker ham veldig godt (...)"

00:47:19	streit/straight	Live Nelvik*	"(...) dere kan kalle han for Lars og meg for Angelica. Lars er en ganske streit type som bryr seg om utsteende, nesten litt for mye" skriver hun, "men greia er at undertøyet han velger å gå med er helt jævlig (...)"
00:47:50	what	Live Nelvik*	"(...) kjenner jeg mister skikkelig lysten når han kler av seg og står der i en utvasket svart, les grå, bokser med <i>hull</i> . Det verste var at han utbryter 'oi what , har denne hull haha' også ler han det bort (...)"
00:48:02	turn off	Live Nelvik*	"(...) og opplever dette mer som turn off enn som humor"
00:48:17	dater	Live Nelvik*	"(...) altså jeg har ingen ambisjoner om å ta over som innkjøpsansvarlig eller tante Margrethe eller mora hans og siden vi bare dater kan ikke akkurat undertøyet hans forsvinne på mystisk vis etter vask (...)"
00:48:25	please	Live Nelvik*	"(...) og til alle gutta der ute - please sjekk skuffen din og kast alle de gamle, utvaska (...)"
		Live Nelvik*	"(...) jeg unner ingen jenter eller gutter å avbryte ligging fordi ballene allerede stikker ut av bokseren"
			latter
		Live Nelvik*	"frustrert klem fra Angelica"
00:48:46	okay	Silje Nordnes	okay , altså jeg-
		Live Nelvik	-jeg føler meg veldig truffet
00:49:00	okay	Silje Nordnes	jeg òg føler meg litt truffet, og jeg har faktisk- jeg har hatt noen truser som jeg har fått beskjed om av eh en- et- en annen person om at "den der, den går i søpla" og da- da har jeg vært sånn "okay"
		Thomas Gullestad	du forsva- du forsvarte deg ikke?

		Silje Nordnes	nei, da syns jeg det er litt gøy
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8.3 EPISODE 3

23.01.21. Live Nelvik, Jonas Bergeland, Adelina Ibishi, Erik Follestad

Time	Anglicism	Utterer	Context
		Adelina Ibishi	(...) send han videre til selvhjelp *latter* jeg går ikke bort fra den
00:30:26	straight	Live Nelvik	nei, den- det- og den er veldig straight - proff
00:30:34	that's when you attack	Adelina Ibishi	og for da har du han i gangene fortsatt, kan liksom se når han skal på time og gå på badet og ordne deg før han kommer og "hei hei", det går litt tid, ser han på Tinder, that's when you attack
00:30:36	okay	Erik Follestad	okay
00:30:36	bam	Adelina Ibishi	bam
00:30:38	point of no return	Jonas Bergeland	men da er det fortsatt point of no return da (...)
00:30:57	research, Dr. Jones	Live Nelvik	og jeg må rette opp i - litt viktige opplysninger og beklager på vegne av NRK research avdeling, eller egentlig bare Dr. Jones som han heter *latter* han gjorde sitt aller aller beste, det gjorde du Jonas, du googlet - og sa at naprapater de er ikke offentlig godkjent (...)
00:31:15	mail	Live Nelvik	(...) men vi har fått mail fra ei som heter Grete (...)
00:32:45	fancy	Live Nelvik*	"I høst skjedde det en hendelse på en fest, hvor en av gutta - kall han gjerne Morten - spydde ned deres egne, dyre, fancy sofa"

00:33:00	å game	Jonas Bergeland	(...) ja, jeg tenker mer at det er sånn gutta krutt eh som har investert i en helt sinnsyk sofa for å sitte å game , jeg
00:33:02	Friends, Friends	Erik Follestad	ja, jeg ser for meg Friends , de stolene i Friends liksom, bare at de går automatisk da
00:37:12	Friends, Friends, Friends	Adelina Ibishi	(...) men du sa Friends, Erik, du nevnte Friends, og stolene til eh Chandler og - Joey, og da- da gleder det mitt hode vet du, og da begynner jeg å tenke kan ikke de gjøre som de gjorde i Friends en gang og bytte, altså guttene og jentene, bytte leilighet, bare at de bytter støvsuger?
		Erik Follestad	jeg er på en hytte innimellom som har det-
00:38:30	shit, high class	Adelina Ibishi	shit , norske hytter er så - high class når det er robotstøvsuger (...)
00:39:50	shit	Live Nelvik	det er jo to gutter her som sier at hvis jenter kollektivet hadde banket på hos dem, så hadde de sagt sånn "oi shit , ja, selvfølgelig - det skal vi ta". På en annen side, prøv å bare ha den student-
		Erik Follestad	n-n-nå lurte jeg kjempelenge på hvem er de to gutta? Det er oss to!
		Live Nelvik	jajaja
			latter
00:40:02	mail	Erik Follestad	trodde du hadde fått en mail eller noe
		Live Nelvik	på en annen side er det kanskje en studentøkonomi med i bildet her eh
		Erik Follestad	men det er ikke jentene sitt problem
00:40:08	mail	Live Nelvik	eh n-nei, ikke sant. Da blir det guttenes problem. Men da får vi ny mail fra guttene, men da får vi ta det da (...)
00:42:09	podcast	Live Nelvik	Jeg vet at du *kremt* kvier deg for å kalle deg selv programmet ditt, men du er nå engang programleder for en podcast og hvertfall en slags medprogramleder i Sports-eh-Sportsklubben

8.4 EPISODE 4

30.01.21. Live Nelvik, Christian Borch, Ida Fladen, Ella Marie Hetta Isaksen

Time	Anglicism	Utterer	Context
00:31:47	<i>service</i>	Live Nelvik	(...) ja, jeg bare yter ekstra service , jeg (...).
00:32:19	<i>sorry</i>	Ida Fladen	(...) også liksom eh kanskje prøvd og se liksom hvordan den kjemien var, altså, sorry , det er sikkert helt - helt
	<i>go-between</i>	Christian Borch	(...) du mener å få hesten til å bli en slags go-between ikke sant
		Ida Fladen	-ja-
		Christian Borch	-hesten i rollen som-
	<i>wing-hest</i>	Ida Fladen	-ja, ja, en liten wing -hest
		Live Nelvik	ja, hahaha
		Ida Fladen	eh, ja, det, n- j- altså personlig hvis jeg hadde vært stormforelsket så tror jeg det er det jeg hadde gjort, ikke - jeg hadde ikke prøvd meg eller noe sånn, men jeg hadde liksom latt henne bli bedre kjent med meg, altså - årh, Gud, jeg kommer til å få hatmeldinger i innboksen nå, det hører jeg (...)
00:33:38	<i>artificial situation</i>	Christian Borch	(...) det er risikofylt, men altså det er et eller annet med å skape kunstige situasjoner, som - som ikke løser noen problemer egentlig, det er en kunstig situasjon at hun ikke får ha hesten sin der, og det høres ut som det er det, og i og med at det er en profesjonell stall og han har plass, så er jeg i tvil om det er måten å gå fram på altså, jeg mener du skaper, du skaper en artificial situation - altså en kunstig situasjon rundt hele forholdet, og det løser ikke noe problem (...)

		Christian Borch	poenget mitt er bare det at hvis du liksom baserer deg på at du skal konstruere en situasjon, som ikke er naturlig-
		Live Nelvik	-mhm-
00:34:38	<i>false</i>	Christian Borch	så gir du hele utviklingen en, et, en sånn false - dugirdeten sånn spark i den gærne retningen liksom
00:45:32	<i>you come out in the open</i>	Christian Borch	og det er jo veldig mye bedre at you come out in the open , du har dette her, du ser det - det er her - fordi det er en aksept av det nåværende forholdet
00:48:12	<i>footage</i>	Ella Marie Isaksen	(...) altså jeg vil jo ikke at folk jeg ikke er, har en seksuell relasjon med, skal ha seksuell eh footage av meg, ikke sant
		Ida Fladen	mhm
		Ella Marie Isaksen	så jeg tenker at det også er et viktig aspekt, at - at eh - er det ikke sånn-
00:48:19	<i>footage</i>	Live Nelvik	seksuell footage er noe annet da, her står det "dristige bilder"-
00:48:23	<i>okay</i>	Ella Marie Isaksen	-ah okay -
		Live Nelvik	-les, nakenbilder-
			men n- dristige bilder (...)
		Christian Borch	(...) vi snakker her om dristighetens relativitet-
		Ella Marie Isaksen	(<i>latter</i>)
00:48:45	<i>yes</i>	Ida Fladen	-yes , det stemmer det (...)

00:49:44	<i>yes, by-gones</i>	Live Nelvik	(...) hvis man klarer å si eh " yes , og hun har jo også mest sannsynligvis levd et liv hun også", men du går jo ikke rundt og tenker på eh liksom kroppen til han for fem år siden, det er jo by-gones liksom (...)
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8.5 EPISODE 5

06.02.21. Live Nelvik, Mikkel Niva, Solveig Kloppen, Erik Solbakken

Time	Anglicism	Utterer	Context
00:30:07	ballsy	Erik Solbakken	(...) eh men jeg tror at Anders er litt stressa av den - eh den litt eh ballsy , bjeffete- og litt det er litt sånn skarp humor som hun utviser (...)
00:30:24	date	Erik Solbakken	(...) for han hadde kanskje sett for seg at - "den gangen jeg skal inn i et langt forhold for da begynner det med en- en koselig date -"
		Solveig Kloppen	-ja ja ja ja-
		Erik Solbakken	"-og en rødmende kvinne som sitter på andre siden"
			latter
		Erik Solbakken	så han forholder seg på en måte til noen som har en en som er litt kanskje litt tøffere enn han så for seg
00:32:22	chat	Erik Solbakken	(..) at man setter en litt sånn humoristisk tone når man møtes og det er gjerne sånn eh chat , tinder for eksempel, der ser jeg for meg at en del kan komme litt sånn skeivt ut, fordi man tøffer seg veldig
		Live Nelvik	mhm
00:32:35	chatten	Erik Solbakken	og så er det litt sånn hva er personligheten min eh i det når man begynner å møtes og det er ikke sånn- den chatten eller et skjema sånn det eh må ikke nødvendigvis sette en eller annen tone som skal vare til dere blir pensjonister (...)

00:32:54	fuck off	Live Nelvik	jeg skjønner veldig godt at han blir forvirra òg, at det er sånn her'e "her er spørreskjema, kødda da, herregud, ikke ta det så seriøst, fuck off , jeg vil møtes likevel"
		Solveig Kloppen	men det er jo litt sånn streng eh melding da
		Live Nelvik	men i forhold til nå, for han sier "hva skal jeg gjøre nå?", så hører jeg jo at, for de møtes jo, og hun har begynt å åpne seg og sånn-
		Solveig Kloppen	-ja ja-
00:34:59	fuck off	Live Nelvik	-så det skal jo egentlig Anders fortsette med, og se om hun bare " fuck off , jeg bare kødda. Skal vi møtes? Jeg vil ikke!". Altså den- <i>den</i> , om et år så må den være borte (...)
00:35:48	date	Mikkel Niva	hvis han invitere- hvis han inviterer henne - på en eh date via sånn undersøkelse, det er litt gøy
00:37:02	Dr. Jones	Live Nelvik*	Kaja trenger eh språkhjelp. Eller vi skal hjelpe Kaja som ikke egentlig vil ha hjelp. Men jeg syns vi hjelper henne likevel, for hun skriver "Hei kjære og gode Live og Dr. Jones " (...)
00:43:51	mailen	Live Nelvik	Aioli er innsender av neste problem til Lørdagsrådet, og hvis du har lyst til å sende inn ditt, så er mailen vår lr@nrk.no.
00:44:36	lockdownen	Live Nelvik*	(...). Da vi fikk beskjeden og ble sendt hjem gråt jeg mye og tenkte på skolen og alle de fine venner jeg hadde fått og alle de fantastiske lærerne som jobbet på skolen. Jeg kunne sitte hjemme under lockdownen , se på videoer eller bilder og begynne å gråte.
00:47:16	reunion	Mikkel Niva	(...) så det er jo på en måte- jeg skjønner veldig godt *ler* at det er eh- men det eneste jeg kan eh si da, er at jeg var på reunion på min folkehøgskole nå eh i f-fjor-
		Live Nelvik	-"det var helt jævlig"-

		Mikkel Niva	-og det var ikke noe gøy!
		Live Nelvik	nei, var det ikke?
		Mikkel Niva	(...) men- men den følelsen av folkeskolen, den kommer jeg aldri til å få igjen
		Live Nelvik	nei
00:47:36	reunionen	Mikkel Niva	ikke engang på reunionen liksom (...)
00:47:55	reunion	Mikkel Niva	du fikk liksom- du ble egentlig- den reunionen gjorde bare at jeg så at ting har skjedd og eh jeg savner ikke <i>det</i> -
		Solveig Kloppen	-du kunne ikke dratt på folkehøyskole nå?
		Mikkel Niva	nei
00:48:02	reunion	Live Nelvik	så Aioli burde lage reunion ?
		Mikkel Niva	ja, men om ti år da
00:49:17	feedes	Erik Solbakken	(...) av alle sorger du må bære med deg her i livet, så må vel det her være den aller fineste sorgen - sorgen etter noe eh jomfruelig og vakkert og eh en tid som det bare alltid kommer til å se tilbake på- det kommer til å være en - andedam, et lite vannhull du alltid kan på en måte feedes av, så det er litt sånn noen kommer ikke- noen kom- har kronisk kjærlyhetssorg (...)
00:49:52	feede	Erik Solbakken	(...) så kan du alltid se tilbake på det med et smil om munnen, du kan- det kan hende du kommer til å gråte litt mindre når du ser de videoene, eh men jeg tenker at det er bare å feede av det i stedet for å tenke at "hvordan skal jeg komme videre?", nei bare leve med det, leve med det hele livet (...)

8.6 EPISODE 6

20.02.21. Live Nelvik, Ronny Brede Aase, Silje Nordnes, Kåre Magnus Bergh

Time	Anglicism	Utterer	Context
		Silje Nordnes	(...) misunnelse og sjalusi er jo dumt, hvertfall når det er ubegrunnet
		Kåre Magnus Bergh	ja
00:32:40	fan, if you love somebody set them free	Live Nelvik	på en annen side, så har jeg også litt fan av at - if you love somebody set them free - at det å være den kjæresten som skal diktere at den bo- den siste boka i den serien ikke kan leses ferdig på den måten måten fordi- o-og det er så avklart sånn det <i>er</i> , så tenker jeg også bare sånn eh jeg sitter ikke og oppfordrer min mann til å plukke opp tråden med en eks å begynne å lese med henne, men jeg tror at jeg på en måte hadde tenkt sånn "dette her må jeg liksom også bite i meg"
		Live Nelvik	(...) så leser de hver for seg, og heller da møtes når boken er ferdig lest og snakker om boken - - Vent litt, jeg hørte ikke jubelen?
			latter
00:35:22	å debriefe, Teams	Ronny Brede Aase	ja, jeg syns- jeg syns- jeg syns det er en god idé, jeg, Live Nelvik, jeg syns det kan være fint- eller det bare- eller kanskje bare ta å debriefe den boka på Teams da?
		Ronny Brede Aase	(...) la oss nå si da at-at Tuva [Ronny's kone, red.adm.] hadde kommet hjem til meg og sagt sånn "du, jeg og eksen min vi har en sånn bok vi skal lese ferdig, og så tenkte vi - det er litt sånn derre- kanskje du synes det er litt irriterende så kanskje du har lyst til- hvis du har lyst til å lese den siste-
		Live Nelvik	-også gjesper hun litt mens hun sier det-
00:35:54	Wheel of Time, Teams	Ronny Brede Aase	-også kanskje du har lyst til å lese den siste boka av Wheel of Time og så kan vi ta en sånn Teams -prat om det etterpå

00:37:25	The Office	Ronny Brede Aase	(...) hvem sku- hvem skulle jeg spist taco- og sett- hvem sku- hvem skulle jeg sett " The Office " med, som kan kommentarene i serien <i>enda</i> litt bedre enn meg, fordi hun har sett dem en gang mer?
00:40:24	mail	Live Nelvik	Annika og Mats er det som har sendt inn neste problem, og jeg sier det igjen jeg, vi har en mail -adresse og det er lr@nrk.no, så hvis du har et problem eh så er det dit du sender det (...)
00:41:11	mindblowing	Live Nelvik*	(...) en dag bestemte vi oss for å prøve. Det tok cirka <i>ett minutt</i> å gå til butikken og universitetet gjennom hagen. Dette var mindblowing!
			latter
		Ronny Brede Aase	Det er s- det er som Narnia, at det er en hemmelig vei gjennom klesskapet.
00:43:58	headset	Silje Nordnes	men jeg fikk tilsnakk av ei dame på fly en gang fordi jeg hadde på meg headset under sikkerhets-eh-instruksjonene
		Live Nelvik	å nei, så nedrig!
00:44:11	comebacks	Silje Nordnes	men vet du hva, da- og det gikk jo liksom helt i svart, og så satt jeg sikkert et halvt <i>døgn</i> etterpå og kokkelerte på sånn derre comebacks som jeg skulle si til hun (...)
		Silje Nordnes	men jeg kom på nå, altså- jeg har- jeg kjenner også til den andre siden av, den andre del- altså den andre siden da, fordi at våres hage også, på Hamarøy, er en sånn type hage som folk har gått gjennom
		Kåre Magnus Bergh	nettopp
		Ronny Brede Aase	en Narnia-hage

00:46:12	rage	Silje Nordnes	og eh pappa sitt rage - mot de folkene, eh altså vi snakker piggråd og jeg tror til og med han var og klinte noe sånn derre ekkelt på gjerdet (...)
00:48:45	slippery slope	Silje Nordnes	men altså jeg tenkte her, det <i>kan</i> være en mulighet, men jeg må bare si at det er en slippery slope
		Ronny Brede Aase	hvorfor?
		Silje Nordnes	fordi eh eh, beteg-begrepet "dårlig tid" det er ikke e-en fast, en-en-et fast - hva er det?
00:49:11	befriende	Ronny Brede Aase	poenget er at jeg vil jo heller at - en av dere går gjennom hagen min, enn at en vilt fremmed gjør det, så det handler jo litt om å befriende naboen òg. Få en relasjon til naboen som gjør at når naboen ser det går gjennom hagen, så vinker de (...)

8.7 EPISODE 7

27.02.21. Live Nelvik, Jonis Josef, Kristin Jess Rodin, Janne Rønningen

Time	Anglicism	Utterer	Context
00:34:44	one night stands	Live Nelvik*	"(...) han bodde med en god venn denne perioden, og jeg vet at en del one night stands skjedde (...)"
00:35:22	toastmasteren, booking, toastmaster	Live Nelvik*	"Burde jeg snakke med han selv og si at jeg ikke ønsker at han skal holde tale? Burde jeg få toastmasteren til å lage booking på tale og eh at det absolutt ikke blir anledning for åpen mikrofon? <i>Hvis</i> han melder seg på listen skal jeg da be toastmaster si ifra på mine vegne?"
		Janne Rønningen	Men - k-kan jeg kan stille spørsmål, jeg ser du også er litt-?

		Jonis Josef	-ja ja, bare kjør-
		Live Nelvik	-alle er veldig på nå-
00:35:58	one night standene	Janne Rønningen	gjøre ting- gjøre ting pinlig for brudgommen eller for seg selv, for jeg syns det var veldig kjipt om noen skulle fortelle om alle one night standene mannen min hadde mens jeg gikk og var forelska i han
00:38:25	toastmaster	Kristin Jess Rodin	La- be - han som er toastmaster - eller hun- hahaha, eh der avslørte jeg meg - eh lage en taleliste
		Live Nelvik	kan en jen- kan en jente være toastmaster?
			vedvarende latter
		Kristin Jess Rodin	neeh, nei, for de begynner å gråte, og kanskje de har mensen
		Janne Rønningen	ja, det er sant, de kan ha mensen - det går ikke - det går ikke - eller egglosning! Herregud, her er det så- eller overgangsalder-
00:38:45	peak	Kristin Jess Rodin	egglosning, så de er på peak ? De er kjempeglade og-?
			høy jubel
00:38:50	toastmaster	Live Nelvik	det er sikkert en mannlig- mannlig toastmaster
		Kristin Jess Rodin	ja
		Live Nelvik	ihvertfall-
			latter
00:38:56	toastmaster	Kristin Jess Rodin	så be- så be først og fremst en mann være toastmaster , så ikke han har egglosning - haha, faller- faller fra hverandre
00:41:51	worst case scenarios	Jonis Josef	(...) det er bryllupet ditt, det er en stor dag, og selvfølgelig tenker du på - worst case scenarios , men - jeg tror ikke det er blitt så ille som hun eh tror

00:43:03	please	Kristin Jess Rodin	(...) man hører sånne gøyale i stua bryllup, men da synes jeg hun skal si sånn "du please ikke gjør det" og så f-får det bare skje hvis det skjer, og så blir det en gøy historie senere, tenker jeg (...)
00:43:25	8 mile, bacheloren	Janne Rønningen	(...) så kan man tenke veldig alternativt, og så kan man gjøre det samme som Eminem gjør i den filmen eh 8 Mile . Han står og sier de tingene som han vet at han kompisen, eller han bacheloren skal si sånn "jeg vet at du skal si at jeg er hvit og (...)"
00:44:56	smooth	Live Nelvik	(...) så nå har du lagd de verste scenariene, d-det vil mest sannsynlig ikke skje. Gjør det du kan for at eh dette skal gå så smooth som - mulig (...)
		Live Nelvik	jeg føler jeg har kjørt bil mye mer enn deg, for jeg har hatt bil lenger
00:49:48	case	Kristin Jess Rodin	ja og så har du jo barn og sånn også da, det føler jeg er litt annen case , for du har så mye annet å kjøre på

8.8 EPISODE 8

06.03.21. Live Nelvik, Fredrik Skavlan, Marte Bratberg, Kaveh Rashidi

Time	Anglicism	Utterer	Context
00:32:00	mailer	Fredrik Skavlan	(...) og det vil jeg absolutt gjort på telefon, ikke rot deg inn og begynne å skrive sånn tekstmeldinger og mailer og sånn, vi blir alltid litt hardere og kjipere når vi skriver når vi snakker (...)
00:34:23	booker, booker, fuckings	Live Nelvik	Er dette for vanskelig, sånn med tanke på sommeren, så synes jeg - at da booker du et opphold i, ikke bare i Kristiansand, da booker du fuckings hotellrom i-i Abrahavn, altså i der- inne i parken der hvor Sabeltann bor (...)

00:35:23	hooket	Live Nelvik*	"På første side står det 'hvis du finner denne boken: ikke les', men vi kunne selvfølgelig dy oss og måtte åpne og lese hele, hehehe. Her står det blant annet om hvem eierne har hooket med, hva nyttårsforsettene er og hva som har skjedd til ulike tider og dager."
00:39:53	hooket	Live Nelvik	det virker jo mer sø- det virker ikke som det er de villeste eventyrene, det står jo sånn eieren har hooket med- hva nyttårsforsettene er og hva som har skjedd, det virker som - det er mer sånn "i dag var jeg på ridning (...)"
00:40:17	laptopen	Fredrik Skavlan	(...) diskusjonen var om man skal - det var en som heter "Pålogga"- om man skal eh teipe igjen det kameraet øverst på eh laptopen sin heller ikke
00:40:24	shit, laptop	Fredrik Skavlan	(...) og så er det " shit , hva om noen kan se deg?" liksom og tenkte jeg sånn "skal jeg det eller ikke?" og så synes jeg jo- jeg synes jo den der laptopen er litt- den er jo så - kul på en måte (...)
		Live Nelvik	den her ikke spinnvill
		Marte Bratberg	nei?
		Live Nelvik	den virker verken sårbar-
		Fredrik Skavlan	-klining, var det det?-
00:43:28	hooke	Live Nelvik	-ja hooke , det er ikke- det er ikke gruppesex-fest og eh-
		Marte Bratberg	med mindre det er en eh statsminister, og hun var alt for ung liksom
		Kaveh Rashidi	når man turnuslege på sykehus, da går man med legefrakk, og så fyller man alle lommene sine med alle de tyngste bøkene for å fremstå kunnskapsrik - og så finner man ut av at man egentlig ikke bryr seg om man fremstår kunnskapsrik eller ikke etter hvert eh
00:45:23	image	Live Nelvik	nå har du nytt image , nå er det bare "jeg har i huet, jeg", du er- går helt tomhendt liksom

		Kaveh Rashidi	jeg har det på mobilen, så haha
		Live Nelvik	ja, på Google!
00:45:30	dress code	Fredrik Skavlan	men - men du, en eller annen form for dress code er det likevel, du kan ikke gå i <i>hva</i> som helst på jobb?

8.9 EPISODE 9

13.03.21. Live Nelvik, Linnéa Myhre, Christian Mikkelsen, Thomas Giertsen

Time	Anglicism	Utterer	Context
00:37:53	influenceren	Linnéa Myhre	(...) jeg husker influenceren eh Kristin Gjelsvik ble meldt inn [til barnevernet, red. adm] fordi at hun ikke ga ungen sin kjøtt.
00:40:44	issuet	Live Nelvik*	Det blir vel kanskje slik at venner med samme omgangskrets blir litt like. Det føles hvertfall som om vi va- eh som om vi har lik navnesmak som flere av våre vennepar. Nå er issuet det - at vi ikke bare skal finne et fint navn, men at det også skal passe sammen med de navnene til de to barna vi har fra før.
00:41:32	OK, OK	Live Nelvik*	Jeg har foreløpig ikke snakket med min venninne angående om det er mulig å bruke samme navn, vil likevel tro at hun kommer til å si at det er OK, men blir det likevel rart? Og kan det hende hun sier det er OK, selv om hun tenker at det er litt spesielt?
00:41:53	preggo	Live Nelvik*	"Hjelp, det er sykt vanskelig å få alt til å klaffe!" skriver navne-forvige- forvirret preggo

8.10 EPISODE 10

20.03.21. Live Nelvik, Jonas Garh Støre, Maria Stavang, John Brungot

Time	Anglicism	Utterer	Context
00:35:21	okay	Jonas Gahr Støre	(...) det er jo det som er - det spennende og krevende noen ganger med forhold, det holder ikke at én har det okay , for hvis ikke begge får det til å fungere så - er det dårlig for begge.
		Jonas Gahr Støre	(...) jeg vil jo si at: vær deg selv, Olivia, eh alt annet er- eh du er en dårlig parodi på deg selv
00:44:39	everybody else is taken	Live Nelvik	jeg trodde du skulle si " everybody else is taken "
			latter
		Jonas Gahr Støre	nei, men jeg tenker at hun skal eh selvfølgelig som alle andre sammenhenger, det er ikke poeng å braute og slå på store trommer, vær deg selv fra dag én (...)
			(...) jo, men så er det veldig å være ærlig på at "jeg har aldri gått på- på langrennski, så men, jeg tror det vil bli veldig eh-
			-gøy for dere-
00:47:13	cred, sporty	Jonas Gahr Støre	ja, men du vil få veldig cred for det da, liksom at "det er sporty av deg å stille opp på det, vi har alltid gått på langrennski (...)"
00:47:42	game	John Brungot	(...) jeg er jo også enig i at man må være seg s-selv, men eh jeg var i et forhold en gang eh hvor jeg på en måte skulle på hyttetur og hadde egentlig skrytt på meg littegrann ekstra skikunnskaper enn det jeg hadde, så de på en måte var jo - game og skulle legge opp liksom, "ja, for du er vant til å gå eller?" "jaa, jeg er vant til å gå litt" (...)

00:48:56	handy	John Brungot	en annen- annen felle jeg eh gikk eh på, var jo første gang jeg skulle møte min svigermor, som nå er fortsatt smi-svigermor, var at jeg skulle være veldig sånn handy type - for de var jo bare damer eh (...)
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8.11 EPISODE 11

27.03.21. Live Nelvik, Sigrid Bonde Tusvik, Markus Neby, Stian "Staysman" Thorbjørnsen

Time	Anglicism	Utterer	Context
00:30:02	bang	Live Nelvik	j- å, er det ikke typisk- man sier alltid sånn "når du minst forventer det, så kommer-" og hun tenkte sånn "nå skal jeg snart flytte og studere" og - bang så sitter han på kroken - Marius altså
		Sigrid Bonde Tusvik	(...) det er faktisk eksempelet på at jeg har tenkt sånn "nei det skjer ikke" men det er faktisk sånn-
		Markus Neby	men var det ekte kjærlighet eller var det liksom-
		Sigrid Bonde Tusvik	nei, det var helt-
		Markus Neby	-problematiske forhold-
		Sigrid Bonde Tusvik	det var helt eh
		Stian Thorbjørnsen	det er mea-
		Sigrid Bonde Tusvik	-det var sånn vi eh "kan ikke leve-"
00:32:03	meant to be	Live Nelvik	- meant to be -
		Sigrid Bonde Tusvik	"-uten hverandre, vi bare skiller oss"
00:32:05	meant to be	Live Nelvik	det er meant to be

00:32:06	meant to be, meant to be	Stian Thorbjørnsen	ja, meant to be - den er jeg- men jeg er der at hvis det er meant to be - så spiller det ikke noen rolle om dem flytter fra hverandre (...)
		Live Nelvik	det kan godt være at Maren, når hun skriver- eh altså hun bremses jo seg selv litt her
		Sigrd Bonde Tusvik	mhm, siden hun vet hun egentlig skal flytte
00:34:09	keep it on a low	Live Nelvik	ja, så hvis hun hadde fått lov til å slippe alle føleleser løs, så kunne hun sikkert brukt andre ord, men hun prøver jo keep it on a low - fordi hun skal snart flytte
		Stian Thorbjørnsen	ja, det er det - jeg føler òg, og jeg tenker at hvis du er glad i noen så kan a'kke bare v- kjøre på og se hva som skjer?
00:34:18	backer, sparken	Markus Neby	ja, og den backer jeg også da, eller sånn, når du først er hjemme nå, fordi uansett hva nå, denne- den våren her før du drar, så kommer jo dere til å være masse sammen eh og da bare eh trekk opp den proppen og eh se om det faktisk eh bor så mye eh kjærlighet der som den lille eh sparken dere har der nå indikerer da
00:34:49	meant to be	Stian Thorbjørnsen	(...) og hvis det er meant to be , så kan du jo bare flytte - og så bare ta det derfra
		Live Nelvik	mhm
00:34:52	FaceTime	Stian Thorbjørnsen	flytte, holde kontakt, FaceTime , ses når man kan ses, og så brått så klarer man å holde ut i sånn langdistanseforhold noen år
		Live Nelvik	ja, for er det ikke verre å lure på "hva kunne ha skjedd med oss?" enn å faktisk prøve og så gikk ikke det, for da har du ihvertfall et svar
		Sigrd Bonde Tusvik	ja
00:35:06	backer, backer	Markus Neby	jeg backer det, jeg backer det
		Live Nelvik	mhm
00:35:08	gun	Markus Neby	gun på nå, så får dere kanskje sånn nydelig sånn derre romantisk eh trist eh scene eh den siste kvelden der du drar til utlandet (...)

00:35:29	gun, gun, backer, backer, å gunne	Markus Neby	(...) men at du får den siste- siste kvelden der, som kan bli- kan bli nydelig og så eh og så eh, pfff neimen gun på, gun på nå, jeg backer - jeg backer å gunne på nå jeg
		Sigrid Bonde Tusvik	(...) jeg gikk jo sammen med Gaute Grøtta Grav-
		Live Nelvik	åh
00:36:26	shit	Stian Thorbjørnsen	oi shit
		Sigrid Bonde Tusvik	og Pål Sverre Valheim Hagen
00:36:28	what	Live Nelvik	what!?
00:36:28	wow	Stian Thorbjørnsen	wow
00:37:58	deal	Stian Thorbjørnsen	hvis du sier til Marius "vet du hva, jeg har blitt så glad i deg og jeg føler at du har blitt glad i meg, vi-jeg har lyst til å prøve å være kjæresten din". Hvis han sier da "neeei, jeg skal jo flytte-" eller "du skal jo flytte" ah-ah-ah, det var ikke det vi hadde deal om, da får du jo svaret med en gang
00:39:07	default	Live Nelvik*	(...) jeg vil så veldig gjerne snakke spansk med mamma, men vi fikser det bare ikke. Vi har på en måte vendt oss til norsk, eh og det er det default -språket vårt (...)
00:39:24	default	Live Nelvik*	(...) har dere noen tips til hvordan vi kan legge om default -språket vårt til spansk? Hilsen Hanna
00:39:30	shit	Markus Neby	shit
		Sigrid Bonde Tusvik	ingen av oss har lært oss et nytt språk i en pandemi, altså det har vært en tid der du-

		Stian Thorbjørnsen	-ikke si det, ikke si det
		Sigrid Bonde Tusvik	har du lært deg nytt språk?
00:45:46	I am a boy	Stian Thorbjørnsen	I am a boy
			latter
00:48:35	å showe	Live Nelvik*	Gunnar er ofte festens midtpunkt, elsker å showe , men trenger også en del alenetid (...)

8.12 EPISODE 12

10.04.21. Live Nelvik, Else Kåss Furuseth, Odd Nordstoga, Ulrikke Brandstorp

Time	Anglicism	Utterer	Context
00:31:21	quick fix	Live Nelvik	(...) men jeg føler vi har kommet med en bra løsning jeg, som ikke ble sånn - som faktisk kan virke, men den jobben ligger jo - det er ikke en quick fix , og den jobben - Jorunn - Kristine ligger hos deg.
00:38:40	casual	Else Kåss Furuseth	(...) det er jo noen ganger en pris å betale - både det å si det liksom, fordi det er noe - man bygger opp, og så skal man si "du, jeg har tenkt mye på det", og da ska- sier man alltid sånn "jaa, si det litt sånn casual , tullete og sånt" og da er det litt sånn "jaa", men akkurat da jo en lada situasjon (...)

8.13 EPISODE 13

17.04.21. Live Nelvik, Jenny Skavlan, Tore Sagen, Adelina Ibishi

Time	Anglicism	Utterer	Context
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		Tore Sagen	åja, er det det som er Pinterest?
		Live Nelvik	ja
		Tore Sagen	du lager små rom?
		Jenny Skavlan	tavler hehehe
		Live Nelvik	ja, det er masse fine sånne bilder
		Jenny Skavlan	tavler
		Live Nelvik	som kan inspirere liksom
		Tore Sagen	tavler?
00:31:13	pinner	Adelina Ibishi	du pinner de - ja
		Tore Sagen	ja
00:31:15	okay, okay, clean	Live Nelvik	okay , Pompel og Pilt, vi har jo ikke sagt- vi har jo ikke løst det på følgende måte at " okay , da blir det clean kjøkkenbenk, så får du litt sånn (...)"
00:34:29	like, like	Adelina Ibishi	Ja, men da tenker jeg eh - Marte, eksen, kommer sikkert til å legge ut et bilde på sosiale medier, sånn "å, takk for alle hilsner", da kan du like det - eller så kan du - hjerte det - på Facebook hvis du er sånn - "årh mener det litt mer enn en like " - eller så kan du skrive "Gratulerer med dagen" på FaceBook (...)
00:41:34	Bumble Friends	Live Nelvik*	Jeg har enda ikke helt knekt koden på hvordan jeg kan bli kjent med folk utenfor disse rammene. I byen jeg bor i nå, som er en annen by i Europa, så har jeg prøvd meg på - Bumble Friends , som er en slags Tinder for folk som vil få nye venner, med middelmodig hell.
00:43:12	Facebook-gruppe, quiz	Adelina Ibishi	(...) det vi hadde som funka veldig bra, det var et sånn initiativ fra litt forskjellige steder til en Facebook-gruppe hvor det var sånn eh "Unge folk i Budapest" eh og

			der kunne man skrive sånn "hei, er det noen som har lyst til å være med på den puben, det er quiz der" (...)
00:43:56	young and internatinal in Brussel	Live Nelvik	(...) hvis hun lager en gruppe som heter sånn " Young and international in Brussel[s] "?
		Adelina Ibishi	ja, men det er garantert en gruppe der fra før av
		Live Nelvik	åja
00:44:03	young diplomats, young	Adelina Ibishi	det er jeg helt sikker på, sånn " Young diplomats " eller eh " Young ett eller annet"
00:44:06	sexy young diplomats	Tore Sagen	" Sexy, young diplomats "
			latter
00:44:22	fake	Jenny Skavlan	Jeg fikk lyst til å være med i sånne grupper selv. Jeg fikk lyst til å sitte hjemme i Oslo, og bare fake liksom
		Tore Sagen	ja for du-
00:44:25	heey, I'm in- I'm in Switzerland - what are you doin' - diplomats	Jenny Skavlan	ta nye profilbilder og være sånn " heey, I'm in- I'm in Switzerland - what are you doin' - diplomats? "
00:44:34	diplomats	Tore Sagen	det er jo ikke så dumt heller, for du er jo i - Oslo, og hvis det er diplomats som kommer til Norge- de vil jo bli kjent med eh-
		Jenny Skavlan	ja!
00:44:40	diplomats	Tore Sagen	-de som er norske, eh så lokalbefolkninga har jo et ansvar for å være med i diplomats -gruppa
00:45:05	gamet	Tore Sagen	men er det eh noen andre enn meg som eh også tenker f- det virker som hun på en måte kanskje ikke er så god på dette gamet , i og med at hun driver med (...)

00:46:01	competative	Jenny Skavlan	(...) på så kort tid, så har vi blitt så - jeg føler at vi kjenner hverandre så godt, for folk har vært sånn- vi har vært - competative sammen og vi slo de andre (...)
00:46:14	chatte	Jenny Skavlan	(...) så istedenfor å sitte, eller chatte eller noe sånn, det tar så lang tid før relasjonen blir litt sånn ordentlig (...)
00:46:39	young, Brussel[s], young boy Brussel, Brussel Young	Live Nelvik	jeg mener ikke å være helt mutt her eller noe nå, men jeg prøvde å søke meg fram til, hehe, jeg søkte på " young " og " Brussel/s/ " i- på Facebook. Det er ikke så lett å finne de gruppene da, her står det bare " young boy Brussel " en eller annen fyr, " Brussel Young " - som ikke bor i Brussel (...)
00:48:51	Young- eh Young, female diplomat- Young, sexy diplomat looking for friends- international friends	Live Nelvik	(...) og hvis ikke noe av dette funker så er det jo bare å trykk f- trykke en t-skjorte hvor det står - " Young- eh Young, female diplomat- Young, sexy diplomat looking for friends- international friends "
00:49:42	clincher	Live Nelvik*	(...) vi har god stemning på jobben og jeg har tidligere hatt noen clincher med avdelingsleder (...)

8.14 EPISODE 14

24.04.21. Live Nelvik, Henriette Steensrup, Odd-Magnus Williamson, Annika Momrak

Time	Anglicism	Utterer	Context
00:31:01	guidance, coach, coach, coach, coach, coach-mat	Odd-Magnus Williamson	(...) og så lurte jeg på, for det som det høres ut som at Roger sliter med er jo ikke noe sånn nødvendigvis noe veldig sånn derre dype, dype, dype eh traumer og vanskelige ting, men det kan høres ut som han trenger litt guidance - og det er

			dette jeg skammer meg over, for jeg lurer på om det rett og slett hadde vært smart av Sara og satt seg ned og sagt sånn "du, eh jeg ser at du liksom du virker som du sliter med noen ting, ding ding ding, du virker som du liksom ha- sliter litt med å passe inn ah-la-la - kanskje du - skulle prøvd å gå til en coach - for jeg har funnet en coach som jobber veldig mye med disse tingene her. Er det noe du syns liksom resonerer litt, hadde ikke det vært en litt sånn smart måte å tatt tre timer- for det høres litt som sånn coach - jeg hadde aldri gått til coach , jeg hadde gått til psykolog, men dette høres litt sånn coach-mat ut (...)
00:31:36	coach-mat	Odd-Magnus Williamson	(...) men er ikke dette sånn- er ikke dette litt sånn coach-mat a?
00:31:50	high school movies, let's go shopping	Live Nelvik	jeg trodde du skulle foreslå- du vet sånn- når du ser sånn high school - movies , så er det sånn "nå skal jeg gjøre deg trygg på deg selv, let's go shopping! " og så går de på sånn derre (...)
00:32:00	pitche, coachen	Henriette Steensrup	ja, for det - jeg tenkte at du skulle pitche en sånn romantisk komedie nå, som også hørtes fin ut, at kanskje hun kunne vært coachen da, altså jeg bare ta- spinner videre på-
		Odd-Magnus Williamson	-spinner på det-
00:32:07	coaching-opplegg	Henriette Steensrup	-ja, at eh - <i>hun</i> sier sånn - "hei, jeg har lyst til å teste ut et coaching *hahaha* opplegg (...)"
00:32:27	coach, coacher, coach	Odd-Magnus Williamson	ja, men vet du hva, det lukter amerikansk coach her altså, jeg ville finne en sånn - eh amerikansk coach , også at hvis det er coach Carter, har akkurat- han holder jo til på Mysen, et eller annet sånt noe liksom, han-
		Henriette Steensrup	men nå har han flytta til Hokksund-
00:32:36	coach, dude	Odd-Magnus Williamson	-har litt sånne greier- ja- "du skulle ikke prøvd tre timer hos coach Carter a?". En litt sånn afro-amerikansk dude fra Harvard (...)

00:32:48	guidance	Odd-Magnus Williamson	(...) det høres ut som det er noe sånn, at Roger trenger litt sånn guidance (...)
00:34:33	coachen	Live Nelvik	her er jo coachen du er på jakt etter, Odd-Magnus!
00:34:36	coach	Odd-Magnus Williamson	ja, jeg googler, jeg googler coach i Mysen òg da
00:36:03	coach	Live Nelvik	eller fant du en amerikansk coach på Mysen, Odd-Magnus?
00:36:10	manne-coach, coach	Odd-Magnus Williamson	nei, men altså- jeg fant faktisk noe, jeg googlet én gang som var eh jeg vet ikke om dette er lov, men som heter Go Mentor som er en sånn eh manne-coach , hvor det er- og det - hørtes litt ut som Roger sin greie. Det og- og jeg- jeg står på coach (..)
00:40:05	coaching	Henriette Steensrup	(...) og sto ved en sånn eldgammel engelskmann og mannen min litt lenger, som nå er mannen min da, litt lenger bort, for han er god på det så jeg fikk coaching
00:40:09	can I borrow	Henriette Steensrup	ja og så var det litt etter det sånn " can I borrow - Henriette litt?" og så sto vi i vadere (...)
00:42:20	words of affirmations	Annika Momrak	altså sånn eh har man kjærlighetsspråket eh - words of affirmation , altså sånn at du trenger bekræftelse og ord, kanskje man da kan eh at det er viktig hva man sier (...)
00:42:55	point of view	Odd-Magnus Williamson	jeg s- eh, jeg tenker jo liksom det er veldig nobelt og eh sånt fra Kristoffers point of view da, men så lurer jeg jo litt på "hva vil Kristoffer?"

		Odd-Magnus Williamson	(...) så går det også an å kjøpe ringer hvor man setter - sinnsykt dyre diamanter på innsiden av ringen, så du ikke ser det ut, så det bare er du og henne som vet om det
			latter
00:45:06	drit-classy	Odd-Magnus Williamson	jo jo, men det er jo- men det er jo drit-classy (...)
00:45:38	classy shit	Odd-Magnus Williamson	(..) så sånn innside-diamanter er classy shit altså
		Live Nelvik	ja det er det ass
		Odd-Magnus Williamson	ja
		Live Nelvik	hvis ikke er glad i bling, bare men- jeg har det på innsida
00:45:46	no, I say no, but I mean yes	Odd-Magnus Williamson	ja, eller så kan- eller så lurer jeg på vil hun egentlig kanskje ha bling? Er det sånn "No, I-I-I say no, but I mean yes!"
		Odd-Magnus Williamson	ja, men sånn frie-ring med diamant på, eller litt bling da
		Live Nelvik	ja
		Odd-Magnus Williamson	folk- er ikke det sånn ti-femten-tjue?
		Live Nelvik	HÆ?
		Henriette Steensrup	veldig mye hvis man er ung og student da
		Live Nelvik	tre tusen
		Odd-Magnus Williamson	Hæ? Altså nå- her har jeg blitt lurt - merker jeg hahaha
00:49:55	high maintenance	Henriette Steensrup	ja du har så - high maintenance
00:49:56	okay, okay	Odd-Magnus Williamson	okay, okay

8.15 OVERVIEW OF ALL ANGLICISMS SORTED BY THE FIVE LARGEST CATEGORIES

Titles of books, films, etc.	Loans	Single word CS	Fixed expressions and idioms	Multi-word CS
8 mile	bacheloren	backer	everybody else is taken	artificial situation
Bumble Friends	business-messig	backer	face to face	can I borrow
Brussel Young	businessen	backer	fuck off	classy shit
Dr. Jones	case	backer	fuck off	crazy motherfuckers
Dr. Jones	casen	backer	if you love somebody set them free	go-between
Facebook	casual	ballsy	in real life	heeey, I'm in- I'm in Switzerland - what are you doin' - diplomats
Facebook	chat	bam	irl	high class
Facebook	chatte	bang	meant to be	high maintenance
Facebook	chatten	befriende	meant to be	high school movies
Facebook	clinchier	booker	meant to be	I am a boy
Facebook-gruppe	coach	booker	meant to be	keep it on a low
FaceTime	coach	booking	meant to be	let's go shopping
Friends	coach	Brussel[s]	oh my god	no, I say no, but I mean yes
Friends	coach	by-gones	once in a lifetime	sexy young diplomats
Friends	coach	clean	one night standene	that's when you attack
Friends	coach	closure	one night stands	young and internatinal in Brussel
Friends	coach	competative	point of no return	young boy Brussel
iClouden	coach	debunka	point of view	young diplomats
Teams	coach	debunka	quick fix	Young- eh Young, female diplomat- Young, sexy diplomat looking for friends- international friends
Teams	coach	diplomats	slippery slope	

The Office	coach-mat	diplomats	turn off	
Wheel of Time	coach-mat	douch	words of affirmations	
	coachen	drit-classy	worst case scenarios	
	coachen	dude	you come out in the open	
	coacher	fake		
	coachete coachete	false		
	coaching	feede		
	coaching- opplegg	feedes		
	comebacks	feeling		
	cred	footage		
	date	footage		
	date	guidance		
	dater	guidance		
	datet	gun		
	deal	gun		
	default	gun		
	default	issuet		
	dress code	like		
	dumbster-diving	like		
	fan	lockdownen		
	fancy	mail		
	fragil	mail		

	fragil	mail		
	fuckings	mail		
	game	mail		
	gamet	mail		
	hacker	mailen		
	handy	mailer		
	headset	mindblowing		
	hooke	peak		
	hooket	pinner		
	hooket	pitche		
	image	please		
	influenceren	please		
	jeans	preggo		
	laptop	pushet		
	laptopen	rage		
	manne-coach	random		
	microchip	smooth		
	OK	sparken		
	OK	what		
	okay	what		
	okay	wing-hest		
	okay	young		
	okay	young		

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	podcast			
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	quiz			
	quiz			
	quiz			
	quiz			
	research			
	reunion			
	reunion			
	reunion			
	reunionen			
	service			
	sexy			
	sexy			

	shit			
	shit			
	shit			
	shit			
	shit			
	sorry			
	sporty			
	straight			
	straight			
	toastmaster			
	toastmaster			
	toastmaster			
	toastmaster			
	toastmasteren			
	touchy			
	wow			
	yes			
	yes			
	å debriefe			
	å game			
	å showe			